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ABSTRACT

The focus of this document is on innovation and change in university professional education. During a four-year period from 1981-1985, the professional education college of the University of Minnesota, Duluth, initiated and implemented a major change process which was based on organizational leadership theory. This project is used as a case study to address questions on leadership, change procedures, the actors in the innovation, characteristics and theory of the intervention, and the context in which the change occurred. The paper records the four years of study, assessment, analysis, planning, and change that occurred at the University. Following a discussion of the context of the University of Minnesota and the College of Education and Human Service Profession, constraints and catalysts for change are considered, followed by a section on organization development principals of the change process. An outline is given of the effects of human service concepts, a Dean's Grant project, and technology and core curriculum interventions. Following these sections are seven short papers by College center directors, department heads, and faculty which extend concepts of the main body of the paper. (JD)

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An AACTE National Conference Presentation of the

COLLEGE OF EDUCATION AND HUMAN SERVICE PROFESSIONS

The University of Minnesota, Duluth

CATALYSTS FOR BUILDING

A COLLEGE OF EDUCATION AND HUMAN SERVICE PROFESSIONS

---A Case Study on the Characteristics of Organizational Leadership Innovation in Education---

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Presentation Prepared by

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Vernon L. Simula, Associate Dean
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Child & Family Development
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Learning Technologies
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William C. Gemeinhardt, Director
Clinical Education & Research
Alvin W. Ollenburger, Professor
Instructional Science

Presentation Date: Thursday, February 28

Time: 3:30-4:30 pm

Location: Royal Room, Fairmont Hotel, Denver

1985 National Conference of the

AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION

Denver, Colorado

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AACTE 1985 Conference Presentation Format
Denver, February 27-March 2

Dean Larry K. Bright
College of Education &
Human Service Professions

Presentation Title: CATALYSTS FOR BUILDING
A COLLEGE OF EDUCATION AND HUMAN SERVICE PROFESSIONS

Presenters: Dean Larry K. Bright, Associate Dean Vern L. Simula, Department Heads Helen L. Carlson (Child & Family Development) and A. Dean Hendrickson (Instructional Science), and Center Directors Terrie M. Shannon (Curriculum Foundations), Eugene E. Grossman (Advancement of Learning Technologies), Thomas G. Boman (Professional & Organization Development), William C. Gemeinhardt (Clinical Education & Research), & Alvin W. Ollenburger (Instructional Science).

Format of Session: One Hour Group Slide Presentation with Materials for Exhibit, Discussion, and Dissemination.

Type of Session: The Processes and Procedures of Organizational Change, Leadership, and Characteristics of the Innovation

Change Process: Simultaneous Mutual Influence to Stimulate Change among Cooperating Department Units in Education, Mental Health, Allied Health, & Social Work through

(1) Applications of..... ORGANIZATION DEVELOPMENT PROCESSES
(2) Adaptation of..... HUMAN SERVICE PROFESSIONS CONCEPTS
(3) Implementation of..... DEANS' GRANT PROJECT FOCUSES
(4) Acquisition of..... INTERACTIVE LEARNING TECHNOLOGIES
(5) Initiation of..... CORE CURRICULA & HIGHER STANDARDS

Description of Session (30 words or less): A change model and process are presented, with case study data, instruments used, organization structure adopted, and curricular/programmatic results obtained. Organization interventions are described in this deliberate development of an education and human service professions collegiate interactivity. Stages of the four-year case study are discussed in a slide presentation and distributed paper. Catalysts used to build cooperation and renewal of a college of 100 faculty are described, with supporting discussion.

Opportunities for Audience Participation: Presentations of brief change process characteristics papers will be concluded with discussion.

Biographical Sketch of Presenters: Presenters are members of the College of Education and Human Service Professions at the University of Minnesota, Duluth. They are leaders of centers and departments in the semi-matrix structure. These individuals have been active participants in organizational planning and change.

CATALYSTS FOR BUILDING

A COLLEGE OF EDUCATION AND HUMAN SERVICE PROFESSIONS

---A Case Study on the Characteristics of
Organizational Leadership Innovation in Education---

Innovation and change in university professional education is the focus of this paper. During a four-year period from 1981-1985, the professional education college of the University of Minnesota, Duluth, initiated and implemented a major change process which is based on organizational leadership theory. The following basic characteristics of this leadership innovation are described in the several sections of this paper:

A. Applications of organizational development theory in a university professional education college to renew and revitalize goals, expectations, productivity, morale, and resource identification;

B. Stimulation of a simultaneous mutual influence process among education, mental health, allied health, and social work fields to build interdependent curricula, faculty development, research, and degree programs;

C. Utilization of a federally-funded Deans' Grant Project (Public Law 94-142) to deepen faculty capabilities to prepare human service education candidates for responsiveness to needs of the handicapped--a project focused on use of organization development principles to expand faculty knowledge, to improve attitudinal sensitivities, to sharpen instructional skills, to modify curricula, and to structure the College organization for continuing responsiveness to human development needs across human conditions;

D. Adaptation of the emerging human service professions concepts to improve the interactive knowledge and skills bases for preparing educators for service in diverse settings;

E. Acquisition of interactive learning technologies equipment and expertise to improve the delivery of instruction in undergraduate, graduate, and inservice instruction,

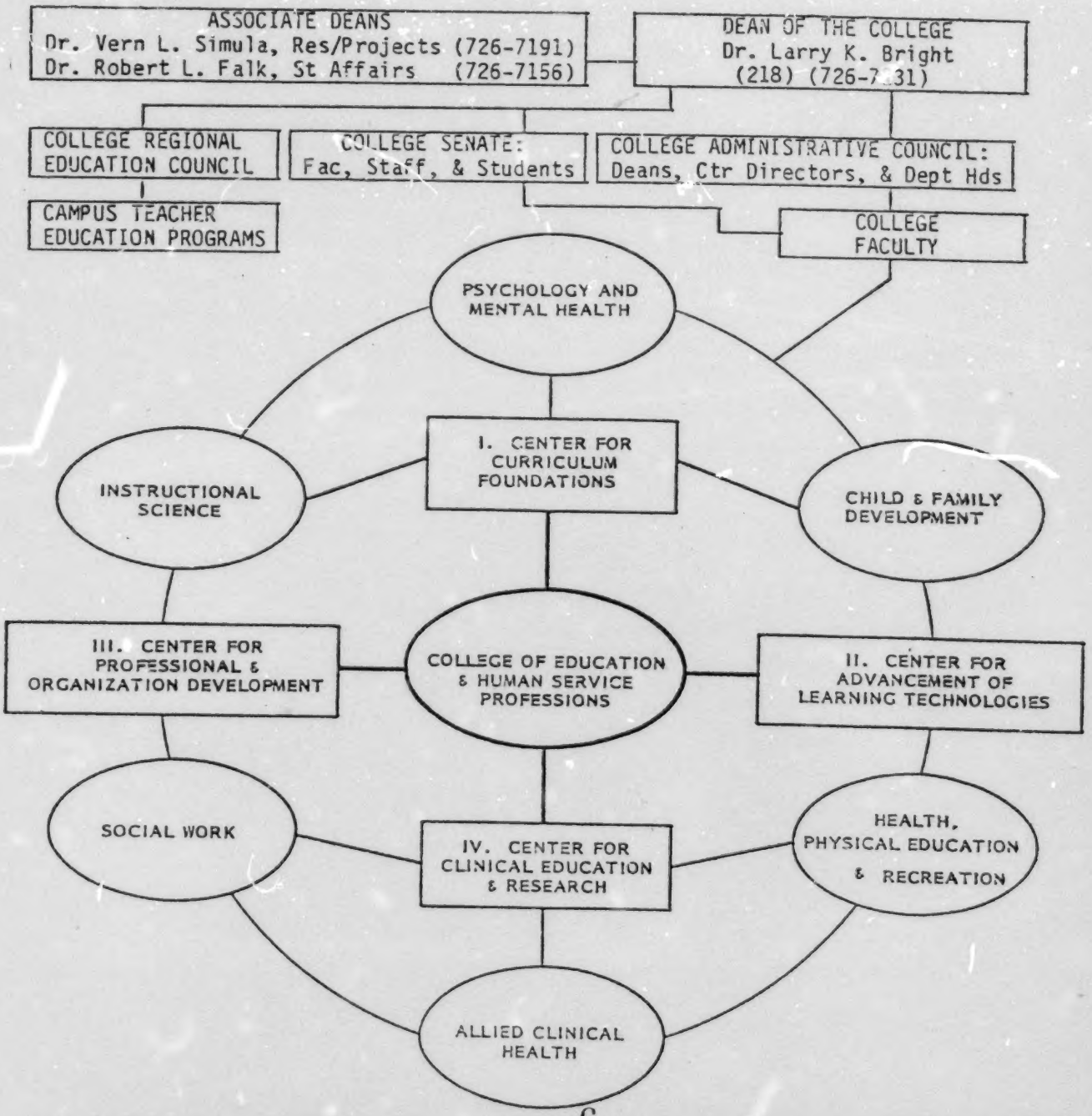
This paper is organized to address questions of leadership, change procedures, the actors in the innovation, characteristics and theory of the intervention, and the context in which the change occurred. The paper proceeds after the presentation, on the next page, of the semi-matrix organizational structure, which was the result of three years of planning before implementation. This structure was designed to foster collaboration among six departments and four centers for improving graduate and undergraduate programs for human service educators for service in diverse settings.

The information in this paper is contributed to encourage collegiate units with similar goals and interests to exchange ideas and promising development concepts with the heads of units in the College of Education and Human Service Professions at the University of Minnesota, Duluth. The faculty in this College, with telephone numbers listed on the organizational chart, invite dialogue on change efforts for strengthening the curriculum, applications of research and learning technologies, and interdependent professions efforts to advance the human service fields of education, mental health, allied health, social work, and other interested professions.

The implementation of the following organizational structure began in September of 1984. While the change process continues, this paper records the four-years of study, assessment, analysis, planning, and change that have occurred. Following a discussion of the context of the University of Minnesota, Duluth, and the College of Education and Human Service Professions, the paper turns to constraints and catalysts for change. Then a section on organization development principles of the change process follows. The

paper continues with an outline of the effects of human service concepts, a Dean's Grant project, and technology and core curriculum interventions. Following these sections are seven short papers by College center directors, department heads, and faculty which extend concepts of the main paper body.

COLLEGE SEMI-MATRIX ORGANIZATION STRUCTURE FOR HUMAN SERVICE PROFESSIONS


ASSOCIATE DEANS
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COLLEGE REGIONAL EDUCATION COUNCIL
COLLEGE SENATE: Fac, Staff, & Students
COLLEGE ADMINISTRATIVE COUNCIL: Deans, Ctr Directors, & Dept Hds
CAMPUS TEACHER EDUCATION PROGRAMS
COLLEGE FACULTY
PSYCHOLOGY AND MENTAL HEALTH
I. CENTER FOR CURRICULUM FOUNDATIONS
INSTRUCTIONAL SCIENCE
CHILD & FAMILY DEVELOPMENT
III. CENTER FOR PROFESSIONAL & ORGANIZATION DEVELOPMENT
COLLEGE OF EDUCATION & HUMAN SERVICE PROFESSIONS
II. CENTER FOR ADVANCEMENT OF LEARNING TECHNOLOGIES
SOCIAL WORK
IV. CENTER FOR CLINICAL EDUCATION & RESEARCH
HEALTH, PHYSICAL EDUCATION & RECREATION
ALLIED CLINICAL HEALTH

The College structure was designed to encourage cooperating departments and centers to produce expanded curricula and higher standards for student and faculty performance. Centers and departments focus on course revision, program development, increased scholarly productivity, cost-effectiveness, and avoidance of unnecessary duplication in curricula. Centers focus on expansion of knowledge for teacher education programs, on interactive learning technologies, on human service professions cooperation in improving inservice and outreach, and on improving clinical education and research.

New Goals and Directions

In the past four years, the College of Education and Human Service Professions has strongly rededicated itself to the primary goal of the application of science in the improvement of teaching and learning in the diverse settings in which education occurs. With strong faculty and administrative desire for College change, a national search was conducted for a dean and principal teacher education representative in 1981. Dean Bright accepted the responsibility to guide the process of College development and improvement in teacher education. The University faculty and administration showed strong interest in the further development of the College as a model of interdependent professions, providing excellence in educator preparation for diverse school and nonschool service.

Major State Retrenchment

Shortly after beginning this process, however, the State of Minnesota, and thereby the University of Minnesota system, experienced major financial loss, requiring the reassessment and severe scrutiny of collegiate priori-

ties. The College faculty chose to continue to realign all of its resources toward more specific and penetrating missions in human service education, including teacher education. The alternative choice would have been the elimination of entire departments and substantial numbers of valued junior faculty. The choices to redirect missions, to assure the emergence of new vitality in preparing educators for many varied roles, to accommodate retrenchment of more than twenty percent in two years, and to build new levels of cooperation and departmental interdependence have required concentrated intensive initiative. These choices have contributed significantly to program changes planned for 1984-1987. In spite of the effects of State financial crisis and the associated emotional trauma for faculty and administration, the College Administrative Council persisted in its renewal goals. There was strong conviction that careful planning would be successful in making the College better even if it were somewhat smaller after retrenchment. This College has had a stimulating problem-solving environment during this period.

The College faculty and administration determined that the unit and UMD have the qualities of interdependent departmental resources, the history of sound teacher education programs, and the collective motivation to strive toward distinctiveness, while yet accommodating immediate retrenchment demands. There was an overt decision to pursue new levels of excellence in spite of mandates for significant budget reduction. Planning was somewhat complicated by the implementation of a collective bargaining contract, with the suspension of College Faculty Senate committees by the Regents during negotiations. The deliberate teacher education development process continued

through use of survey instruments, grant projects, computer training, conferences, retreats, and numerous small group meetings. During 1981-1983 the College systematically developed new planning priorities. To support new missions, a new collegiate organizational structure was designed by a representative committee of faculty, students, staff, administration, and alumni.

Pursuit of Distinctiveness in Education of Educators for Diverse Settings

Emerging needs in educator preparation were analyzed. Recognizing the varied human service education roles performed by its graduates, the College focused its objectives on preparation of graduates for education service in diverse human service settings. The Human Service Education Task Force reports of the American Association of Colleges for Teacher Education were influential in collegiate planning. Grants were obtained for designing new core curricula, faculty development in computer technology, and acquisition of computer instruction and word processing equipment.

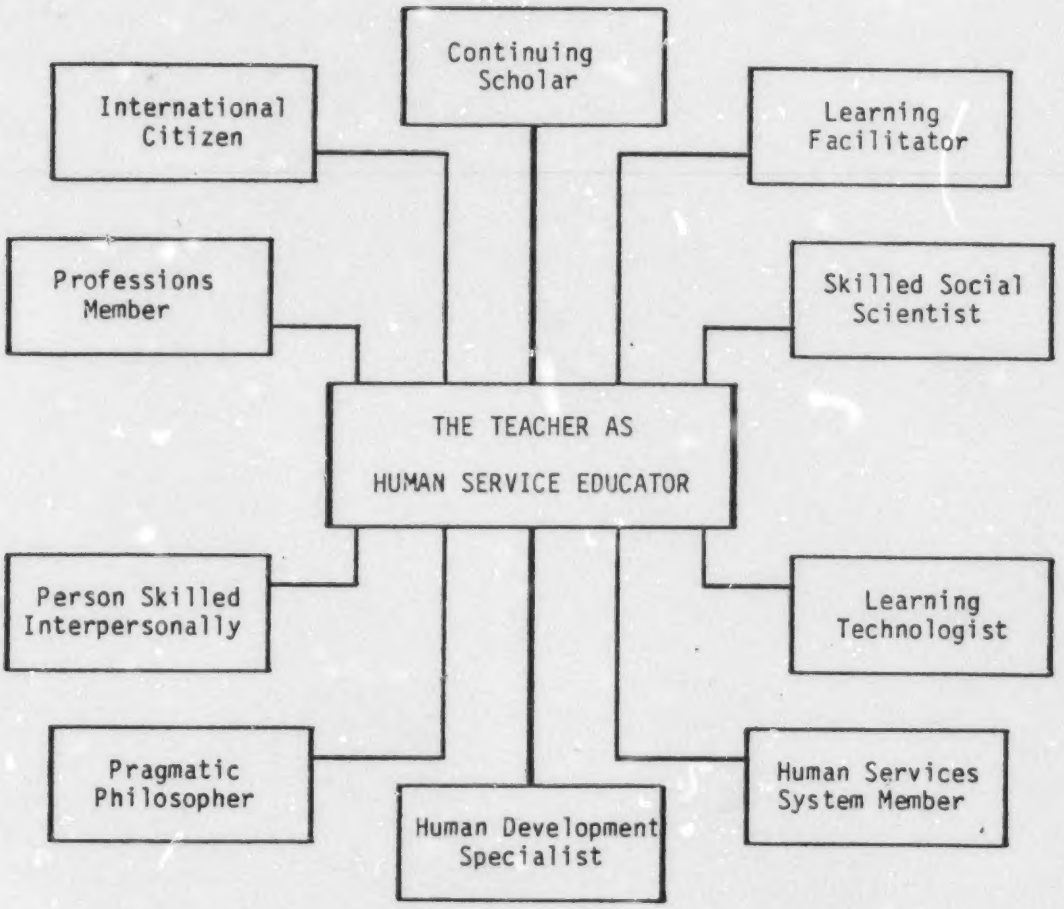
Learning Technologies and Grants for Catalysts for Reorganization

With the Digital Equipment Corporation, a major project has recently been established in computer software development and interactive videodisc applications. A three-year Dean's Grant USOE Project has been instrumental in faculty reconsideration of instruction for handicapped and exceptional students. Through intensifying the activities of the sixty-member College Regional Teacher Education Advisory Council, and its twelve-member Steering Committee, perspectives of practitioners were considered in plans for change.

Names of collegiate units were modified to reflect new goals, including

ESSENTIAL CAPABILITIES OF HUMAN SERVICE EDUCATOR

IN A GLOBAL, INFORMATION SOCIETY



the use of "instructional science," "child and family development," and "education and human service professions," to emphasize renewed importance of education at UMD. The relationships among departments were strengthened in the College structure, by centers building interdependent curricula, by initiation of research projects, and by establishing more rigorous standards for student admission to teacher education. Since retrenchment required a reduction in both faculty and operating expenses, programs of study were realigned into a smaller number of departments to assure the critical mass of human resources to maintain scholarly vitality. Some senior education faculty chose to take advantage of severance agreements, allowing junior faculty to continue.

As a combined result of 1) reorganization, 2) the Dean's Grant Project, 3) national reports critical of education, and 4) emphasis on applications of learning technologies, numerous curriculum change requests have been approved for inclusion in the next University bulletin. These changes focus essentially on the strengthening of content in teacher education programs and courses. A major product of the Dean's Grant Project has been the development of new knowledge and skills required of regular teacher candidates who will serve exceptional students in mainstreamed classrooms.

College Reorganization Waits for Campus Reorganization

Success of College reorganization planning, well under way in 1982, was suggested by Campus administration as one of the reasons for pursuing the reorganization of the University of Minnesota, Duluth. The Campus had recognized a need to reassess the structure of the very large liberal arts

unit, in order to achieve retrenchment goals through achieving administrative efficiencies. There was also a need to place newly initiated engineering programs within the structure of the Campus. The Minnesota Legislature provided the University of Minnesota, Duluth, with funding for the development of new engineering programs beginning in 1983. There was regional interest in the structuring of a collegiate unit for engineering.

College Gains Two Departments and Gives Up One

The reorganization of the University of Minnesota, Duluth, and the College of Education and Human Service Professions was officially implemented in September of 1984. The Department of Industrial Technical Studies, which includes teacher education programs in vocational/industrial education, was placed in the new College of Science and Engineering. The Department of Social Work, with a history of interest in the interaction of the home and school, joined the College during this period. Dental Hygiene also joined the College as a related human service education area.

Curriculum Change Major Focus of First Year of New Structure

Curriculum improvement projects have continued to emerge in the College through work of a Core Curriculum Committee in 1982-84 and the Center for Curriculum Foundations in 1984-85. During spring of 1985 there will be a joint Ten-Year NCATE and Minnesota Board of Teaching reviews, during this first year when the College and Campus are in the initial stages of the implementation of major reorganization after retrenchment. There are yet unresolved resource problems and fears, although there is ample enthusiasm to achieve success in new goals. The full impact of curriculum change

for new departments and centers will be realized during the next three years. Even so, the beginnings of a new required College curriculum includes an initial course in human diversity. New standards for undergraduate student teacher candidates will require in 1985 a 2.5 grade point average for program entrance and/or exit. While new programs in development will not be completed when the visiting program assessment teams are at Duluth in March, the teams will review how existing teacher education programs have continued to meet NCATE standards and how these programs are under systematic development for emerging needs. The University of Minnesota, Duluth, and the College of Education and Human Service Professions strongly support the need for institutional responsiveness to guidelines developed by national learned societies, professional associations, and regional education systems. The importance of NCATE accreditation is well recognized, and the College anticipate NCATE and AACTE support for College assuming broad responsibilities.

In the new College of Education and Human Service Professions, a spirit of enthusiasm and activity (and confusion) has emerged. The College and the Campus have studied national reports and have taken seriously the revision of programs and the allocation of resources to meet the needs of Northern Minnesota and the nation. The national and regional reports critical of schools have been considered in the reorganization of College programs and structure. The faculty and students have responded positively to the public challenge to increase attention to requirements in both subject content and professional skills. Faculty and College administrators have taken an active role in state, national, and international organizations which have identified new directions for improving teacher education. Several members

of the College have had recent international education experiences in Asia, Russia, Africa, Europe, and in distant points of the United States. This has enabled exchange of ideas, experiences, projects, and research in education development. While the past few years have been fraught with very difficult decisions, there is no doubt that teacher education at the University of Minnesota, Duluth, has survived to prosper.

Following is a summary of the University, State, community, and organizational context in which the College has emerged. This description of the community context for the College organization development process initiated in College governance and the AACTE Task Force statement on Human Service Education provide the information necessary for fully understanding the directions of this teacher education program. These next sections answer the following questions:

a. "What factors in northern Minnesota have contributed to the development of faculty initiatives in taking responsibility for preparing educators for diverse settings?"

b. "Why is the University of Minnesota, Duluth, an institution in search of distinctiveness in education programming?"

c. "What process and theory were basic to the change process in the College of Education and Human Service Professions, and what formal and informal needs assessment were used?"

d. "What relationship have the College plans had with those of the AACTE Task Force on Human Service Education?"

Catalysts for Building the College of Education and Human Service Professions

The following conditions, given and stimulated at the University of Minnesota, Duluth, have been catalysts for the development of the new College of Education and Human Service Professions and the context for change during 1981-1985.

UM PLANNING PROCESS DURING DECLINING ECONOMY	The requirement for the College to participate in University of Minnesota System planning processes during a period of major State declining economic conditions in 1981-83 acted as a direct catalyst for College change. Rigorous University requirement for collegiate and program assessment itself was an organization development catalyst. The College was required to evaluate programs and entire departments on factors of relative university program quality, connectedness, integration, uniqueness, demand, and cost effectiveness in comparison to other units and programs also subjected to scrutiny and potential retrenchment or termination.
ORGANIZATION DEVELOPMENT PLAN INVOLVING COLLEGE IN PLANNED CHANGE	A plan of organization development was implemented to involve the College in planned change. Survey feedback instruments, retreats, and many meetings were used in a normative re-educative change process for faculty and students. Ideas and opinions were gathered, data were exchanged, outside expert presentations and information were analyzed, and individual and group goals and norms about future potentials were reconstructed. This process was widely participatory, providing opportunity for many perspectives to be considered.
COLLECTIVE BARGAINING CONTRACT IMPLEMENTED	During 1981, and following three years of planning and negotiating, the University of Minnesota, Duluth, and two other branch units in the University of Minnesota system completed a collective bargaining agreement. Yet, the central campus did not unionize. During 1981-1984 while College and Campus reorganization have been in progress, and with the initiation of new union contracts, the Board of Regents has suspended past collegiate senate committees. The College has had to seek other means for creating communication between the College faculty and administration. These circumstances have contributed in their unique way to a readiness for College self-renewal.

TECHNOLOGY AS A FORCE FOR CHANGE	Regional schools and agencies, as well as the University, have been strongly influenced by the computer technologies promoted in the College by such corporations as Digital Equipment, Control Data, IBM, CPT, and Apple. College faculty completed an introductory inservice on microcomputing in education in 1981, followed by purchase of Apple and CPT Equipment. A major DEC grant of interactive videodisc equipment encourages the College faculty to share knowledge and skills associated with computer use, applications, and software development. Lack of institutional funds for purchase of equipment required College faculty and administration to seek developmental partnerships with corporations interested in professions markets.
DEANS' GRANT PROJECT USOE P. L. 94-142 PROCESS FOR FACULTY, CURRICULUM, ORGANIZATION DEVELOPMENT	Conferences, with OD concepts, presentations by national experts (such as Gene Hall from the University of Texas Research Center on Change in Teacher Education), faculty curriculum change projects, and research on interdependent professions' approaches to meeting needs of the handicapped, and all-faculty retreats on changing the College organization to improve the preparation of educators who serve exceptional students were part of this three-year USOE grant. Principles of Public Law 94-142 were viewed as reinforcing values widely held by the faculty, and the potential for interdepartmental courses and units on teaching the handicapped offered new experiences and peer relationships to the faculty.
SEVERE RETRENCHMENT OF COLLEGE & UNIVERSITY	More than 20% retrenchment was required of the College's two million dollar budget. Part of Minnesota State tax short fall, and possibly related to backlash of national and regional criticisms of social service programs, this retrenchment required radical consideration for cuts. University education colleges were early identified as having relative excess resources, and lower immediate University priorities on demand, uniqueness, integration, connectedness, quality, and cost effectiveness.
UM TOP LEADERS PROMOTE STANDARDS FOR QUALITY	University of Minnesota top administrators maintained high standards for College assessment of past practices and new goals. They demanded adherence to planning issues above and to high standards for promotion and tenure. College members came to believe that more rigorous pursuit of these standards would be necessary for College and individual survival. College changes were viewed as in line with goals supported by top system leadership.

UMD TOP ACADEMIC LEADERSHIP EMPHASIS ON QUALITY	The Campus leadership has been consistent in emphasis on the importance of research in improving teaching, and there has been continuing encouragement for increased scholarship and curriculum development to improve programs for preparing educators for diverse settings. Vice Provost has shown continuing support for organization change, curriculum change, and faculty development.
NATIONAL AACTE HUMAN SERVICE EDUCATION TASK FORCE INVOLVEMENT OF COLLEGE	The College dean and associate dean participated in the American Association of Colleges for Teacher Education National Task Force on Human Service Education, responding to information on emerging needs for educators in a changing information society. They presented papers at AACTE national conventions on the human service education concept, and these papers were exchanged with faculty.
NATIONAL REPORTS & LEADERS WITH GOALS FOR EDUCATION	The presentations of individuals such as Marilyn Ferguson, Ernest L. Boyer, David Pierpont Gardner, Thomas J. Peters and Robert H. Waterman, Jr., Mortimer J. Adler, Henry Cisneros, Walter Mondale, and Ronald Reagan have acted as catalysts for continuing development of ideas which have contributed to College development during this period of time.
COLLEGE DEAN CONTINUED INTO 4 YEARS OF SERVICE	Dean employed in 1981 continued implementation of College goals over longer period than had been completed in the past. Constancy in the College dean's office leadership allowed plans to be taken to action, rather than change in College dean every two years as in previous 10 years.
INTERNATIONAL COUNCIL ON EDUCATION FOR TEACHING INFLUENCES	College faculty and administration presented papers at the Thirtieth and Thirty-First World Assemblies of ICET in Washington, D. C., and Bangkok, Thailand. International dialogues with educators from Mexico, Africa, Japan, Thailand, England, Canada, and China have centered on the international need for human service professions to cooperate to expand knowledge and technology for important school and nonschool teaching across the world.
PUBLICATION STANDARDS RAISED IN COLLEGE FOR MERIT SALARY & PROMOTION	Redefined and demanding College and System standards for promotion and tenure were based in scholarship, and College faculty responded to planning process criticisms of edutor scholarship by major increase in publication. The College faculty productivity in preparation of presentations and articles changed in three years from 8% to 80%.

REGIONAL AMERICAN INDIAN INTERESTS IN COLLEGE HUMAN SERVICE PROGRAMS	Eleven years' experience of the College's Indian Mental Health Project, problem solving in improving teaching for the handicapped through special education, and faculty experience in improving social services and education for underemployed/unemployed/disadvantaged in the long-term declining economy (as many as 80% unemployed in the Iron Range of Northern Minnesota) all led to recognition of the value of a systems approach among the human services agencies and in University academic programs for preparing these professionals for service in diverse settings. Cooperative systems approaches have proven to work better than isolated or competitive professional efforts in human service. Cooperation among the school, family, church, welfare agency, mental health agency, community organization, Indian council, or other group has worked. The College changes seem to be in accord with values and processes used by many faculty in special projects.
DEPRESSED REGIONAL ECONOMY CREATES MOTIVATION FOR CHANGE	Regional City, County, and State initiatives to resolve the continuing depressed economy created a faculty and community willingness to take a cooperative problem solving approach that dissolved some traditional competitiveness among College units that may have retarded such cooperative curriculum development in the past.
SOCIO-POLITICAL SAGA OF DULUTH REGION AND UMD ENCOURAGES COOPERATION	During the past forty years, Duluth has experienced four major economic crises associated with mining, shipping, lumber, and population shifts. Many senior faculty have experience in responding cooperatively to social change and in building new and better social institutions and programs where the less experienced may have given in. Duluth has been aptly described as an "urban wilderness," which has an unusual mix of rural and urban people and ideas. These may be catalysts as basic cooperative values bringing Minnesotans into national political importance and providing support for an interdependent academic unit.
RIGHT TIMING IN COLLEGE STAGE OF GROWTH & FACULTY VITALITY	The Campus have developed steadily since 1895 as a normal school and since 1947 in the University. With 100 faculty across several College departments having contributed many years toward program development, and with many excellent senior faculty with more than twenty years of service, the College has the critical mass of people, ideas, sense of humor, hope, and vision to make major progress. When faced with despair, the faculty chose action and renewal, rather than resignation or retreat.

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INTERNATIONAL ORIGINS & INTERESTS OF FACULTY	Members of the faculty have ethnic and childhood roots in China, Egypt, Europe, and India, and a wide variety of rural and urban settings in the United States. Sensitivity to multi-cultural and international issues has been strong, lending a forum for exchange of ideas and course units on the need for formal and nonformal education in developing a peaceful and interdependent world. Many faculty found that concepts of interdependence in world economic, military, energy, communications, or political issues readily transferred to needs to develop an interdependent professions approach to improving educators. Several College members have recently been professionally active in presenting papers and attending conferences in Norway, Russia, England, Canada, Thailand, China, Japan, Africa, Mexico, India, Finland, and France. These experiences have produced a keen interest in preparing educators for service in diverse multi-cultural and international settings. The University and College have international education interests which have been catalysts for College development.
LEARNED SOCIETIES & PROFESSIONAL ASSOCIATIONS	The Minnesota Association of Colleges for Teacher Education (State affiliate of AACTE) initiated a Commission on Excellence in Education, in which College faculty had membership to design directions for improving Minnesota teacher education. MACTE recommendations were timely in influencing College goals. Eight College faculty have membership in the American Society for Training and Development, with local and national agenda for improving the preparation of educators for nonschool service. Most College faculty belong to professional societies and associations (such as AACD, NCTM, NCTE, and PDK) which have also been actively seeking better approaches to strengthening liberal, professional, and content education for educators. The direct contact the College members have had with ICET and AACTE information and directions has provided encouragement for change and some validation of plans derived locally. The AACTE Association of Land Grant Deans was also influential in providing comparative university efforts in response to current changes.
FACULTY DRIVE, DIVERSITY, SCHOLARSHIP, & VITALITY	The College faculty generally includes the diversity of social, political, and philosophical perspectives conducive to debate, problem assessment, agitation, and sensitivity to consideration of emerging directions. The tension of retrenchment and major response to goals for publication and scholarly inquiry, combined with a renewable spirit of professional vitality, contributed to change.

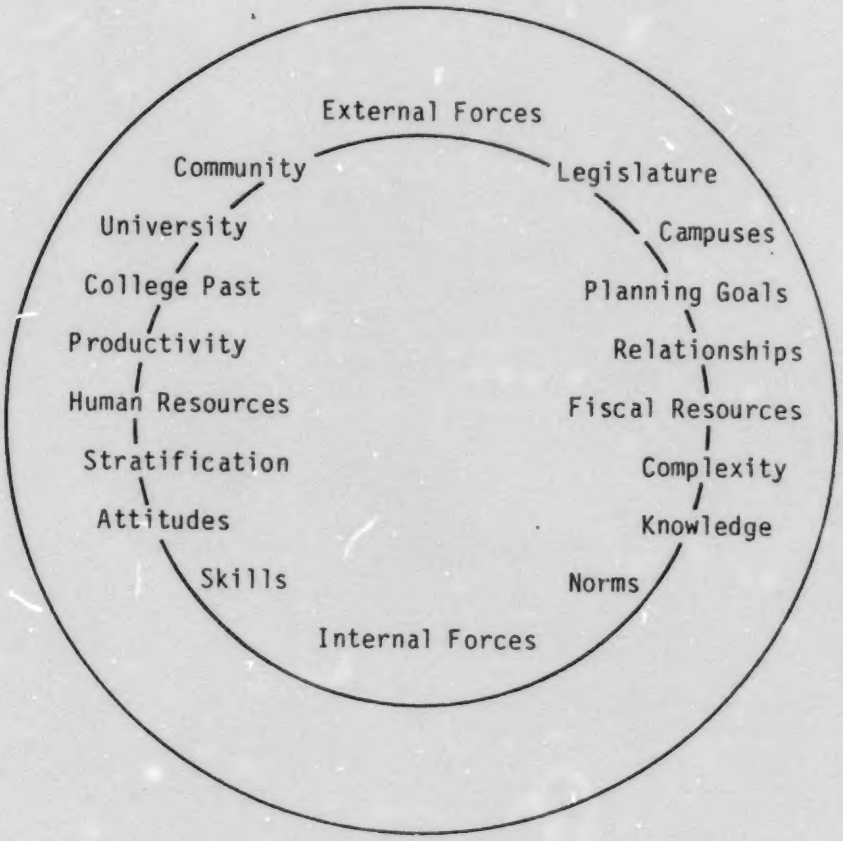
MINNESOTA LEGISLATIVE & DULUTH REGION POLITICAL DIALOGUES ON EDUCATION, ECONOMIC DEVELOPMENT, ENGINEERING, & NATURAL RESOURCES DEVELOPMENT	The Minnesota Legislature and Northern Minnesota political delegations have actively sought projects to pursue further development in excellence in Minnesota education. Ideas adapted from North Carolina contributed to study for development of a Minnesota School for Science and Math, and College faculty participated in a task force for such a school in the Duluth region. Discussions on this proposal, legislator exploration of tuition tax credits for private education, and projects for linking economic and education development contributed to a regional political environment which itself has been a catalyst for change in the Colleg.. Legislative creation of a multi-million dollar regional Natural Resources Research Institute made College faculty aware of seriousness of Legislature in pursuing Northern Minnesota change. College faculty realized strongly the need for initiative in its unit planning to maintain a place of importance in regional University and community priorities.

The Type of Organization Development Process Initiated in College Governance

Organization development is a term which has evolved during the past four decades of professional study and research on the administration of organizations. As used in the past four years in the College of Education and Human Service Professions at the University of Minnesota, Duluth, the term describes a comprehensive, social systems approach for improving College faculty goal-directed performance. Systematic assessment of needs, and analysis of policies and practices has been used to improve both task productivity and interpersonal relationships in the College. The change approach is based on the involvement of all College members in a simultaneous mutual influence process, rather than reliance on incremental change brought about through pilot projects or other individual or small group activities.

SIMULTANEOUS MUTUAL INFLUENCE

IN ORGANIZATION DEVELOPMENT PROCESS



Initiation of the Organization Renewal Process in 1981

The implementation of the organization development process began in 1981 with assessment of College characteristics in productivity, efficiency, communication, morale, leadership, motivation, decision-making, control measures and processes, emerging goals, and resource needs. Surveys instruments and sequential meetings produced a management information data base. Interaction was aimed toward building trust and openness, improved use of research information in decision-making, deepened commitment to decisions reached, and increased understanding of functions, performance, and potentials for the College as an organization. Surveys and processes were adapted from those developed by Likert, Lippitt, and the thesis of Dean Bright. The process deliberately sought to stimulate varied opinions and to mix them, increasing communication. The first-year process of needs assessment was designed to stimulate the divergent thinking of members of the College, building a data base of differing ideas and attitudes about College needs and problems.

To reinforce the contribution of divergent assessments and problem solutions, and to develop increased trust and understanding among members, care was used to avoid voting, or other tension-relieving actions, which identified winners or losers. Consensus activities were the rule, in which groups and individuals were encouraged to understand and accept ideas for which they might not vote. A strong precept of the planning was that faculty and students who helped plan and bring about changes would not knowingly allow change that would make the College less effective.

This process of judging the results of previous policies and practices brought department faculty together into new relationships. Assessment and goal setting at the College level, rather than primarily at the Department level, was a deliberate effort to involve faculty responsible for preparing educators for both school and nonschool settings into interaction focused on improving communication, trust, and cooperative curriculum development.

New Goals at Highest Level of Group Agreement

Organization development was planned to "stretch" the College toward new goals and new norms for performance which are at the highest level of agreement that could be achieved. Wide participation and divergent thinking have been critical in assuring that group decision making would lead to higher order goals and productivity levels. The process used systematic consideration of the ambiguities and uncertainties of current problems and future potentialities and needs. Group involvement in planning, with the use of tension-relieving devices, can often produce "new" goals at the lowest level of agreement. Individuals might select the path of least resistance, cling to goals most self-serving, or favor attention to employment issues rather than pursuit of academic or organizational change.

Increase in Faculty Tolerance for Ambiguity

Early assessment activities in the College were carefully planned to extend the period of time devoted to debate, analysis, and evaluation. Heavy attention was given to national reports on education and to alternative futures and processes for education. To avoid the dangers of too

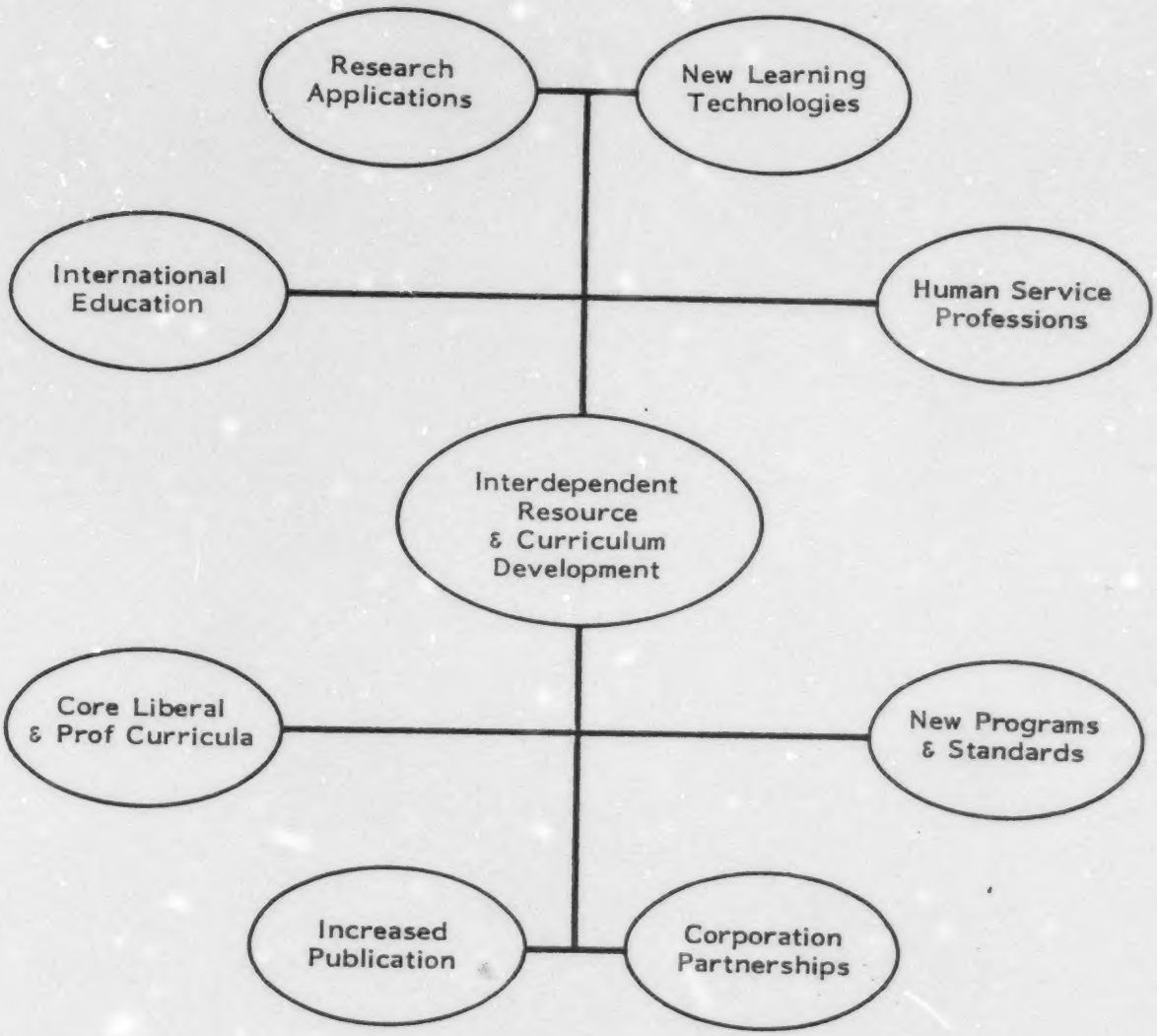
rapid agreement being reached and the retardation of the problem analysis as an impetus for change, faculty were continually flooded by information, conferences, consultants, and position papers reflecting potential directions.

The impact of severe retrenchment itself provided a major reason for budgets and policies to be important, requiring study and understanding. The organization development approach in the College sought to build a level of understanding among members of the nature of the needs for College change, retrenchment, and development. New and different professional behaviors, goals, and organizational structures for improving the College in the near future were considered.

Pursuit of Interdependent Professions and Human Service Education

The organization development process can be agenda-free, in the sense that the goals for change are not known by the facilitators of the change in advance of assessment and planning. In the College, it was clear in 1981 that if a College level organization development approach was used, the interaction of the several department faculty in the process would strengthen unit interdependent responsibility for improving programs for preparing teacher education and other human service education graduates. It was also clear that the new College Dean had been sought to bring departments together under a type of human service professions concept. There was increasing recognition of the importance of teaching as the basic professional process essential to degree candidates pursuing study in the programs in mental health, social work, allied health, and education--the

MAJOR CHANGE DIRECTIONS



collective human service professions. There was also strong recognition that six years after graduation, up to sixty percent of the graduates of the College's past traditional K-12 teacher education graduates were serving in nonschool settings, and there was a need for the College to accept these graduates and to prepare them deliberately for their roles in the diverse settings in which they work. This human service education perspective is described more fully in the next section of this report.

Divergent Ideas Sorted into New Plans

As the initial needs assessment was completed in 1982, the divergent ideas on College needs and directions were categorized, grouped, labeled, and integrated into a plan for change. The new plans were designed to restabilize and bring some level of convergence back into the unit.

Organization Development Contrasted to Other Change Strategies

The organization development process--the planned mixing of ideas for organization self-renewal as a process used in the College--can be contrasted to other common strategies for change. The other two major change approaches include (1) administrative position power as the primary force to bring about change, and (2) emphasis on rational empirical data and outside experts to precipitate change. The organization development change model, based on organizational psychology and human relations, acknowledges that individual and group attitudes can act as powerful factors in resistance to needed change in university units. Organization development focuses on change through reeducation and normative change in expectations of both human relationships and goals. Involved people are much happier and more

productive. Position role power and rational-empirical data may be necessary in change, but the organization development principles suggest that data and role power alone are insufficient in norm and culture intervention.

While the chosen strategy of top university administrators and business managers often emphasizes needs assessment or uses of position authority, the organization development model is additionally concerned for the social, emotional, and human factors within the organizational system. The College change process has been a planned, system-wide, communication process to increase organizational effectiveness. With the implementation of a new College structure, new curricula in development, and new productivity in scholarship, the College change process has demonstrated initial success.

Surveys, Retreats, and Conferences in Normative-Reeducation

The process has required strategic planning through internal surveys of the faculty, staff, students, and alumni. These surveys were carefully reviewed with Campus and University administrators to keep them also involved. The College Dean and Associate Dean met regularly with the College Administrative Council of department heads to examine goals and objectives--what they were and what they should be. Internal attitude survey information, observations of decision-making processes and climates, budget and work productivity assessments, and suggestions for improvement were gathered from all levels of the organization. Current and near-future economic, political, and technological factors impacting the College were assessed and discussed, keeping all organization members "re-educated" on internal and external forces affecting the College.

Organizational needs analysis identified individual and organizational problems which required re-education of members to each others' aspirations and to the changing goals of the College. This was particularly apparent in the College recognition of its important responsibility in improving the preparation of educators for nonschool service, as well as its role in maintaining strong programs for improving educators for school service. The matching of individual needs to task demands has been in itself a communication process of organizational renewal. The development plan has not relied heavily on the use of external consultants, although grant funds have provided for several national experts to make presentations to College members. The organization development process has gone beyond the rearranging of equipment, materials, and people as objects, taking a human development focus to achieve organization change.

The varied faculty and staff in the College, with their different potentials and needs, have been encouraged through participatory goal setting, training, resource development, and communications to integrate a portion of their personal aims with those of the College. The College change concept was designed so that participation in planning would lead to heightened commitment, understandin- productivity, and effectiveness of the individual and the organization. Initial faculty surveys will be administered again in 1985 to determine the extent of attitude change which may be attributed to the change process. Surveys used in the implementation of College organization development and data gathered and analyzed are on file in College administration offices. The College constitution is also on file.

The Human Service Education Concept for College Governance

The Human Service Education Task Force of the American Association of Colleges for Teacher Education has been a strong continuing influence on the directions of the College. The 1980 statement of this AACTE Task Force are included later in this paper.

The human service education professions organization concept focuses on the achievement of synergistic benefits in curriculum development, research projects, service activity, and faculty development in programs related to the broad fields of education, allied health, social work, and mental health. All four of these areas share a common base of knowledge in human development, behavioral analysis skills, social science research processes and findings, social systems theory, professional interaction skills, social and political change concepts, human differences data, organization and administration processes, and other professional and liberal education foundations.

Technological advancement and social change have resulted in the growing need for development of university human service education programs and the need for better educators to teach youth and adults. Since 1940, the society of the United States has moved increasingly toward becoming a services society. In 1980, 68 percent of the working population was involved in the provision of services, leaving only 30 percent in goods production. In just the last three decades, this percentage of goods and service production workers has been reversed. Yet, the continuation of economic recession and political conservatism toward social program spending has impacted allocations for university program development in human service

fields. Morale and productivity of faculty in these fields have been severely affected. Revitalization of these fields may be achieved, in part, through combinations of energies, relationships, resources, and curricula.

Integration and Specialization in the College Changes

While centers in the College matrix structural model encourage integration of highly specialized professional fields, the continuation of departments in the model also respects the need for continuing specialization in the human service fields. The optimum impact of this matrix structure is dependent on the nature of the interactivity and shared curriculum change goals of collegiate units.

The fields currently in the College have sufficient critical mass and interactivity to function as a unique model for building new improved curricula and research for improving the preparation of educators for diverse settings. Particularly during this period of social change and technological advancement, accompanied with declining resources and population bases, the realignment and renewal of specialized professions are essential and basic to this organizational structure. The structure focuses on simultaneous improvement of cost effectiveness in resource management and the deliberate modification and development of programs through resource and program combinations and applications of new technologies.

The College human service professions faculty have together a wealth of resources to bring to bear on service personnel development. The collegiate reorganization structure reintegrates and redeploys human and fiscal resources to achieve a measure of self-renewal, in spite of retrenchment. The

1980s will continue to be a period of struggle for additional political and institutional visibility and increased resources for implementing program and faculty change.

Organization for Responsiveness to Change

The College reorganization plan is a deliberate effort to "flatten" the collegiate structure by disseminating leadership through interdepartmental centers and departments. Research on organizations with flatter characteristics and medium-sized units with individuals "severally-responsible" in a matrix structure has shown that faculty and leader satisfaction, productivity, and responsiveness to change pressures are better in these organizations than in the more highly centralized, traditional structures. (Porter, Lawler, Siègel, Gheselli, Haige, Aiken, Lippett are examples of researchers focusing on these variables.) Gordon Lippitt has indicated that the matrix-type structure is necessary to interface research, development, and program change. Development of task forces, project groups, rapic curriculum development for program change, and redeployment of resources for staffing and scheduling are needed in the current education college. In the human service professions, the current need for problem-solving cuts across the multiple human, structural, and technological aspects of the fields and requires the use of the requested matrix organizational approach.

College Governance and Reducing Resistance to Change

The College governance structure, with its six departments and four centers, has been designed to maintain the College's continuing responsiveness to needs for change in professional and liberal education knowledge

bases, applications of changing technologies, outreach and emerging graduate study, and clinical experiences and research. The governance structure for education in the College has been planned for responsiveness to the following principles adapted from Goodwin Watson from Concepts for Social Change (NTL Institute for Applied Behavioral Science, 1969):

A. Who Brings the Change?

1. Resistance will be less if organization members feel that changes proposed are their own--not devised and operated by outsiders.

   (Most College faculty felt they had ample opportunity to participate in the development of the new governance structure.)

2. Resistance will be less if change has wholehearted support of top officials.

   (Campus and University administrators gave their support to the plan, and the Campus Vice Provost for Academic Administration has been a continuing supporter of new goals.)

B. What Kind of Change?

3. Resistance will be less if participants see change as reducing rather than increasing present burdens.

   (On this variable there has been mixed reaction, since some department faculty see center activities as further complicating their already burdened schedules. Requested new faculty resources will help in the future.)

4. Resistance will be less if changes accord with values and ideals long acknowledged by participants.

   (Northern Minnesota and the College have the unique mix of social and educational values supportive of interdependent organizational structures. The next section identifies factors in this region which have operated as catalysts in building the College with its interdependent professions concept.)

5. Resistance will be less if changes offer new experiences.

   (Collegiate planning and the new centers have provided

a wide variety of opportunities for new relationships, projects, and scholarship.)

6. Resistance will be less if participants feel that their autonomy and security are not threatened.

   (While the threat of major retrenchment has been severe, the change process designed and proposed from within the College itself has provided a measure of continuing unit autonomy.)

C. Procedures in Instituting Change

7. Resistance will be less if participants have joined in diagnostic assessment leading them to agree on basic problems and to feel their importance.

   (Extended assessment involved all members of the College and many representatives from alumni and regional practitioners.)

8. Resistance will be less if change is adopted by consensual group decision.

   (Consensus continues to be used in College decision making.)

9. Resistance will be reduced if proponents are able to empathize with opponents, to recognize valid objections, and to take steps to relieve unnecessary fears.

   (The initial assessment period valued divergent thinking.)

10. Resistance will be reduced if it is recognized that innovations are likely to be misunderstood and misinterpreted, and if provision is made for feedback of perceptions of changes and for further clarification.

    (Surveys in the Appendix illustrate how participants were provided with opportunities to express their opinions on plans which resulted from extended periods of interaction.)

11. Resistance will be reduced if participants experience acceptance, support, trust, and confidence in their relations with one another.

    (College retreats and consultants focused on the importance of relationships and trust.)

12. Resistance will be reduced if changes are kept open to revision and reconsideration if experience indicates that changes would be desirable.

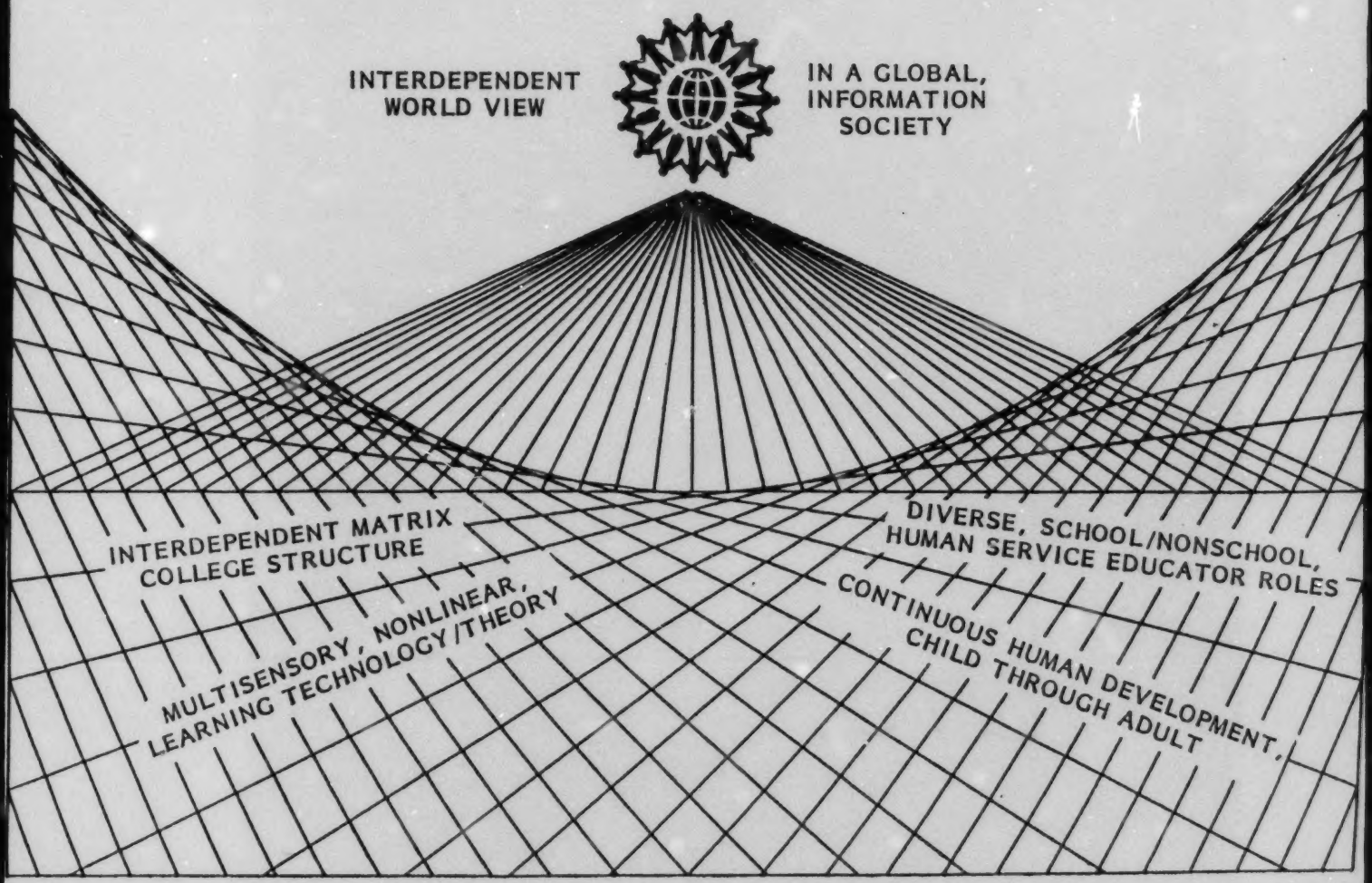
(General College missions and the goals for new centers and departments have been used to evolve tentative operational objectives and processes for implementation. It appears that most faculty are comfortable with this level of concreteness and ambiguity. The tentativeness of emerging plans, however, is frustrating to some members.)

D. Climate for Change

13. Readiness for change gradually becomes a characteristic of certain individuals, groups, organizations, and civilizations.

(It appears that College members have become more confident that organizational structure ambiguities, budget retrenchment, curriculum changes, and standards increases can be accommodated in stride. The extent to which the College develops a significant climate for change will have to be assessed after changes have been implemented for a few years.)

The following pages include a copy of the June, 1980, statement of the American Association of Colleges for Teacher Education Task Force on Human Services and Teacher Education entitled "The Practice of the Profession of Education in Diverse Settings." This and other work of this AACTE Task Force has strongly influenced the directions of this College. While the teacher education programs in many institutions will not have the interdependent resources or philosophy for pursuing responsibility for preparing educators for diverse settings, there are a growing number of institutions, such at UMD, that have chosen this goal.


INTERDEPENDENT
WORLD VIEW
IN A GLOBAL,
INFORMATION
SOCIETY
INTERDEPENDENT MATRIX
COLLEGE STRUCTURE
MULTISENSORY, NONLINEAR,
LEARNING TECHNOLOGY/THEORY
DIVERSE, SCHOOL/NONSCHOOL,
HUMAN SERVICE EDUCATOR ROLES
CONTINUOUS HUMAN DEVELOPMENT,
CHILD THROUGH ADULT

The 1980 Task Force Statement on Human Services and Teacher Education

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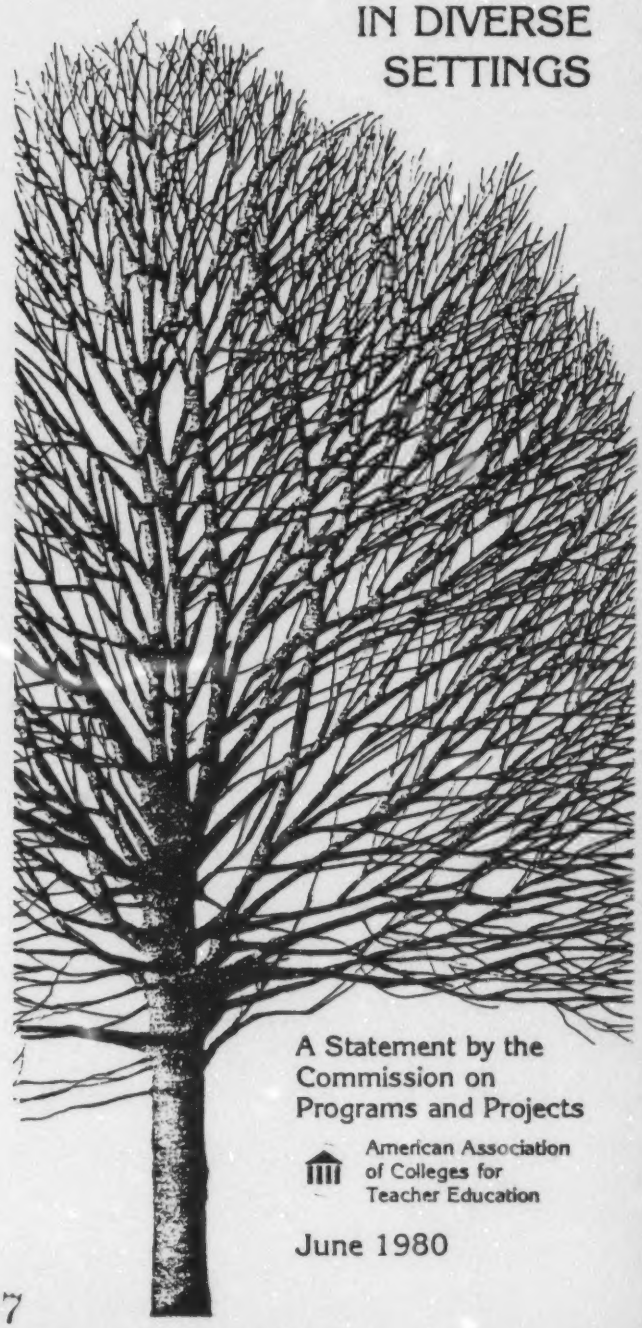
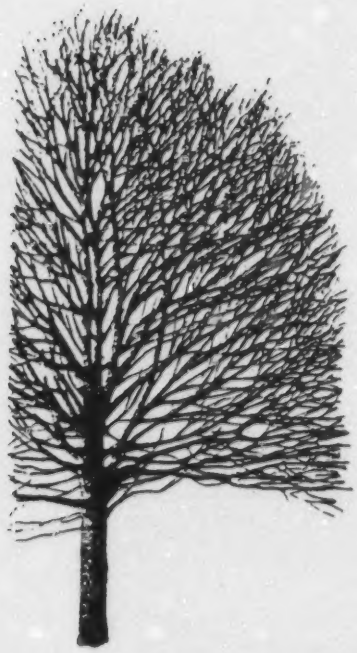
THE PRACTICE OF THE PROFESSION OF EDUCATION IN DIVERSE SETTINGS



A Statement by the Commission on Programs and Projects

American Association of Colleges for Teacher Education

June 1980



As the branches of a tree spread outward in all directions from a single source, so teacher education should branch outward in service to humanity. Schools, colleges, and departments of education are the source; the specialties of human services are the many branches.

Introduction

Responding to emerging professional needs, the American Association of Colleges for Teacher Education (AACTE) formed a Commission on Programs and Projects in 1978. One of the Commission's first actions to meet these needs was the creation of the Task Force on Human Services and Teacher Education.

The Task Force, convinced that we were in the vanguard of professional education, enthusiastically began its work. Since that time, the Task Force assumed the role of catalyst in bringing together many who share common goals and activities:

- The April 1979 statement of Human Services and Teacher Education, originally distributed to all deans and other institutional representatives, eventually reached a printing of 15,000 copies. Institutions requested copies for their entire faculty; an awareness was created.
- The summer 1979 New Deans Conference included a major session on Teacher Education and Human Services. It was well attended and enthusiastically supported.
- The New York National Conference, December 1979, on Human Services and Teacher Education was attended by over 200 individuals, many of them in decision-making roles in a wide range of institutions. Requests for a second conference have resulted.
- The 30 program descriptions received by AACTE as part of the National Conference revealed a variety of activities that went far beyond initial Task Force expectations.
- Dialogues at the National Conference shaped the thinking and sharpened the focus of the Task Force. Major commitments had already been made by individuals and institutions.
- Substantial attendance at several sessions at the 1980 AACTE Annual Meeting indicated continued interest in the topic.

These activities made it clear that we were not initiating a change; we were describing a dynamic and maturing movement. Professional educators had developed programs that had taken them beyond the constraints of the phrase "human services." They were sponsoring students, activities, and programs in settings that transcended schools and human service agencies.

The original statement of Human Services and Teacher Education was a useful, facilitating statement. It enabled educators to come together both to share what they had already done and to plan together what they might do.

This new statement pertains to the next logical step: the responsibility for education in diverse settings.

Text of The Statement

Historically, schools, colleges, and departments of education (SCDEs) have accepted the preparation of educational personnel for elementary and secondary schools as a major responsibility. It is now clear that many graduates of SCDE programs successfully assume education-related positions in settings other than schools. It is also clear that there is an increasing demand for such personnel.

The acquisition of the knowledge, skills, and values needed by persons who perform educational functions comprises one component of their training programs. This statement argues that this component legitimately falls within the domain of SCDEs and that they should willingly assume full responsibility for it.

Societal Demands

Because our society is increasingly complex, the need to educate people to respond effectively to change and life's problems is greater now than it has ever been. Adults will make up to a dozen job changes and two to four basic career shifts during their work lives. Each shift necessitates continuing education over the life span. Additionally, of the more than 60-million job openings expected in the 1980's, 20 million will be for the new positions brought about by technological advances and societal changes.

To meet the educational demands of a changing society, educational professionals are needed to design and conduct training programs, prepare educational materials and consumer guides, provide personal and career counseling, and evaluate program and personnel effectiveness.

The preparation of these educational professionals is the responsibility of SCDEs. Preparation in education has always been considered a broad and useful background for persons choosing careers outside school settings.

Almost one-half of today's graduates of SCDEs are finding positions in local, state, and federal agencies, in business and industry, in allied health professions, and in any number of other fields which involve educational functions. For example, our graduates are serving as materials specialists in hospitals, career centers, libraries and museums; as training and development specialists for business and industry; as consumer education specialists with utility companies; as drug and alcohol counselors in rehabilitation centers; as educational researchers and officers for governmental, community, and health agencies; and as educational programmers for television, radio, and newspapers; and writers for publishing houses.

All too often, acknowledgement of our vital role in the preparation of these professionals has been ignored or considered incidental to our perceived mission. Now it is time for us to realize the strengths of the generic competencies provided by SCDEs and to accept and claim the responsibility of preparing educational professionals for whatever setting.

Diversity in Programs

A review of many existing programs at SCDEs reveals considerable diversity. The common elements include the humanist traditions in liberal and general education, a core of professional studies, and field experiences. Beyond these components, programs show differences in scope, purpose, and focus. SCDEs vary greatly in the kind of programs they offer—by degree levels, organizational structures, practitioner specialties, and agency affiliations. They operate under many different labels.

These programs go beyond the traditional school-related teacher education programs and reflect existing institutional strengths and local agency/business/industry relationships. For example, many institutions have expanded their mission to include the preparation of child care recreation personnel and counselors for a wide range of community and business settings. Other SCDEs located near large mental health or correction institutions have developed programs that respond to the needs of those institutions and the SCDE interests. Still others have developed programs for allied health, government and community agencies, business and industry, and museums.

The programs differ considerably with respect to internal organization and degree of responsibility. There are programs which are developed and operated solely by SCDEs without collaboration of any academic units on campus. There are also programs which are developed jointly with other academic units; for example, a program in juvenile justice is planned in collaboration with sociology and law. Finally, there are instances in which the education unit is only the service provider for other academic units; for example, education provides the service of studies in adult learning for a program in the school of social work intended to serve the elderly.

No two programs look exactly alike; rather, each reflects the strength and resources of the sponsoring SCDE and the environment in which it is located. The response to questions of what programs look like is thus a complex one, but one in which all committed institutions can find meaning.

Responsibility of SCDEs

Pedagogy—the systematic study of teaching and learning—is the major responsibility of schools, colleges, and departments of education. It is and should continue to be our domain. Central to the programs of SCDEs and the work of program graduates, pedagogy includes generic content, issues and themes relevant to the educative process, such as understanding of settings, teaching strategies, curriculum development, human development, small and large group work, counseling, administration and management of organizations, and the advancement of learning.

Teaching and learning cut across a range of settings. Just as a lawyer practices law in government, the courts, business and industry, social agencies, and school districts and a physician practices medicine in hospitals, clinics, public health agencies, and schools, so does the professional educator practice education in schools, business and industry, government, corrections institutions, and social agencies. The concept—*the practice of the profession of education in diverse settings*—is the common element of the wide range of programs, placements, and directions central to what we have been terming the human services movement. This new description resolves previously challenging issues, *e.g.*, differences between service providers and educators, determination of responsibility and domain, and confusion regarding the meaning of the phrase "human services."

There is no magic in labels. Some terms, however, are more conducive to understanding than others. We believe that the phrase *education in diverse settings* is a facilitating phrase, an enriching and enabling construct that will help us to get on with educating well and proudly for professional activism in a needful society.

Figure 1 is a graphic representation of the relationship of the professional education function to other functions performed by personnel in diverse settings; it suggests the several components of preparation programs.

As indicated in Figure 1, some of the functions performed by personnel in different agencies or institutions are specifically related to the kinds of occupations, some to the

COMPONENTS OF TRAINING PROGRAMS	SETTINGS							
	SCHOOLS	HEALTH RELATED	BUSINESS & INDUSTRY	COMMUNITY AGENCIES	GOVT. & LAW	CORRECTIONAL INSTITUTIONS	REHAB CENTERS	NON PROFIT RESEARCH
GENERAL EDUCATION	Humanities, Social Sciences, Mathematics, Science, Language, Arts, etc.							
OCCUPATION SPECIFIC FUNCTIONS								
COMMON EDUCATION FUNCTIONS	PEDAGOGY KNOWLEDGE: human development, principles of teaching and learning, different settings, etc. SKILLS: designing and delivering instruction, organizing, counseling, leading, evaluating, etc. VALUES: individual needs, human rights, social justice, responsibilities, etc.							
AGENCY OR INSTITUTION SPECIFIC FUNCTIONS								
INDIVIDUAL ROLE SPECIFIC								

Figure 1: *The Practice of Education in Diverse Settings.* (Note: The idea for such a chart was first presented by Dean Corrigan at the New York National Conference on Human Services and Teacher Education. It has since been revised by the Commission.)

particular agency or institution in which the individual works, and others to the specific role performed by the individual. In many instances, the individual—regardless of the setting in which she or he works—will be expected to perform educational functions.

If you view Figure 1 from the perspective of components of training programs, you see that the educational component falls clearly within the domain of most SCDEs. It is this component to which this statement is addressed and which is the responsibility of SCDEs.

Advancing the Profession

This broader view of the mission of SCDEs offers a unique opportunity for vigorous creative action. A study of institutions which are already fulfilling their commitment in a systematic way reveals essential steps to be taken. Recognizing that SCDEs now prepare education professionals across diverse settings is critical. Essential to this step is the development and implementation of a systematic and comprehensive follow-up of the program graduates. There must be commitment by administration and faculty to this expanded view of the SCDE function. A review of cross-system and cross-field literature and knowledge of the job market across settings are important elements to incorporate in needed faculty development programs.

Program development will require collaboration among university departments and with external professional communities and agencies. It will also require a support and reward system for faculty involvement and research and evaluative measures to maintain high quality.

Recognizing our full mission will not weaken other SCDE programs nor infringe on them academically or philosophically. Rather, it offers an opportunity for education professionals across diverse settings to capitalize on their genuine strengths. Moreover,

it provides for a wider range of career opportunities for our students, both upon graduation and in their future professional lives.

Building on Strengths

In programs which prepare eduction professionals, the most generic competency individuals acquire is that of enabling human beings to learn. This generic competency includes three dimensions: knowledge, skills, and values.

Along with a content area such as mathematics or English, the *knowledge base* provided by SCDEs includes knowledge of: developmental principles, stages, sequences, and their importance at various stages of the life span; and principles of teaching and learning and their application to organizational and individual needs.

The *skill base* includes a proficiency in organization, an ability to use many processes in enabling individuals to learn, and the capacity to lead. Proficiency in organization refers to skills needed for processing and collecting information, prioritizing, assigning, coordinating, simplifying, managing, reviewing, and evaluating. The ability to use many instructional processes in enabling individuals to learn includes demonstrating, questioning, answering, defining, clarifying, describing, imagining, and conceptualizing. The capacity to lead refers to skills needed for initiating, persuading, promoting, solving problems, eliciting, and inspiring.

The *value base* includes a sensitivity to psychological and cultural needs of diverse populations, a valuing of human rights and social justice. The latter includes the worth of the person, the right of access to education, the responsibilities of organizations, and the commitment to improve society.

SCDEs have the expertise to provide this body of knowledge and these skills and values to persons who are preparing to practice education in a range of settings. And it is their responsibility to do so.

Challenge to the Profession

Acceptance of this responsibility by the educating profession for preparing educators to practice in diverse settings demonstrates the maturing of the profession and ensures vigorous self-renewal for individuals and organizations, a process vital to all life. We live in a society of change and evolution, in a world of conflicting perspectives and demands, in a universe of both uncertainty and opportunity. Education is the primary force enabling individuals not only to function but to grow in challenging situations.

THE INDIVIDUAL AND DEPARTMENT IN ORGANIZATIONAL CHANGE

Helen M. Carlson, Head
Department of Child and Family Development

When persons enter new situations, there are often personal concerns, both expressed and suppressed. In the 1960's, Frances Fuller explored the concerns of teachers, particularly student teachers and found a developmental progression. In her beginning work, she found that there were two phases of concern. First, in the early teaching phase, there were concerns with self. Covertly student teachers were asking themselves, "Where do I stand?: "Is it going to be my class or the teacher's class? Does she tell me what to do? If I see a child misbehaving in the hall, do I handle it ignore it, or tell someone else?" They tried to estimate how much support would be forthcoming from the school principal and supervisors in a variety of situations. In addition, students were concerned about their own adequacy in such areas as class control and evaluation. Although overtly, they seemed to be concerned with teaching pupils and coping with the class, covertly, they were trying to discover the parameters of the school situation.

Second, in the later phase, concerns of teachers focused on pupil gain and self-evaluation as opposed to personal gain and evaluations by others. Teachers were concerned about the ability to understand pupils; capacities, to specify objectives for them, to assess their gain, to evaluate self in terms of pupil gain. There were also concerns about broader societal issues, such as the role of educators in change, the adequacy of educational environments.

In her mature work, Fuller developed a four level sequence of concerns. Unrelated concerns were those that did not deal with the teaching task or teaching activities at all. These concerns involved other parts of the teacher's life, such as social life or other college classes. Self-concerns focused upon the effect of teaching upon the teachers themselves, how the teacher perceived his/her developing role as a teacher. Task concerns centered on the management and logistics of teaching and included concerns about completing lesson plans and other managerial tasks. The fourth level, impact concerns, concentrated directly on the teaching-learning act: what children were learning and what the teachers themselves could do to improve their professional competance. (Fuller, 1969)

Building on the work of Frances Fuller, Gene Hall developed some key assumptions underlying change in educational institutions and a developmental framework for understanding the individual in the context of organizational change. He stated that change is a process, not an event. The change process may cover as long as several years and, from the innovation user's point of view, be very complex. Further, change is made by individuals first and then by institutions. An institution cannot be described as having changed until the individuals within it have changed what they are doing in relation to the innovation.

Hall defined seven stages of concern about innovation. During the awareness stage, there was little concern about or involvement with the innovation. During the informational stage, a general awareness of the innovation and interest in learning more detail about it was indicated. At

the personal stage, the individual was uncertain about the demands of the innovation and his/her adequacy to meet those demands, as well as his/her role with the innovation. This included analysis of his/her role in relation to the reward structure of the organization, decision making and consideration of potential conflicts with existing structures of personal commitment. Financial or status implications of the program for self and colleagues could also be reflected. When persons were at the management stage, attention was focused on the processes and tasks of using the innovation. Issues related to efficiency, organizing, managing, scheduling, and time demands were utmost. During the consequence stage, there was concern about the relevance of the innovation for persons in immediate sphere of influence. Evaluation, including performance and competencies, was crucial to determine changes needed to increase professional outcomes. At the collaboration stage, the emphasis was on coordination and cooperation with others regarding use of the innovation. Finally, during the refocusing stage, there was exploration of more universal benefits from the innovation, including the possibility of major changes or replacements with a more powerful alternative.

As a new leader in the change process at the University of Minnesota, Duluth, it was helpful to use the Hall stages as a vehicle for understanding reactions to change. The Department of Child and Family Development includes four programs--early child care and development, elementary and kindergarten-elementary education, home economics, and special education. Formerly early child care and development and elementary and kindergarten elementary, along with secondary education, comprised another department.

Home economics and special education were separate departments prior to reorganization.

As a first step, individual interviews were conducted. The interviews focused on three major areas: personal concerns, program concerns, and departmental goals and concerns. In tabulating the responses, the following were dominant individual concerns: role in the reorganized structure (other than teaching); research support needs; adjusting to new roles.

Several areas were the focal point for program concerns: maintenance of integrity and identity of individual programs; development of handbooks and evaluation forms.

Department concerns related primarily to the following: explanation of department to constituencies; development of a unified department.

Based on the data collected, it was apparent that awareness concerns had already been addressed. Thus there were attempts to meet the concern levels at the personal, informational, and management levels. Departmental goals were established through brainstorming and discussion sessions; this, along with merit evaluation criteria already established, proved helpful to meet questions related to reward structure and status implications. There was also an attempt, which is still continuing, to support personal professional goals, such as emotional and resource support for completion of dissertations. Minimal budgets have made financial support extremely scarce.

Much effort has been placed on the management level. There were needs

to establish organizational systems for records, for data bases. Procedural issues such as the collection of course syllabi, independent study forms, application procedures all have had to be considered. The need to establish and implement cyclical program evaluation was undertaken. Program advisory committees have been selected and have met. This sometimes seems rather mundane, but is an important component in facilitating individual comfort with change.

There have been initial efforts in the consequence and collaboration stages. Through the building of a departmental philosophy, the relevance of our department for students and the larger community is being addressed. Concern for the improvement of the teaching-learning act has led us to consider the impact of our new department on the lives of children and families in our immediate area. Concerns for global perspectives and the needs of persons from diverse backgrounds is being seriously addressed. Here, collaboration with Center I is proving positive.

Verbalizations about the need to collaborate are becoming a reality in actions. There has been a beginning push to design collaborative research and coursework which incorporates the perspectives of various members of the department. This area obviously needs more development.

The first faculty interviews were conducted in October, 1984. During the first part of March, 1985, half hour interviews will again be conducted with each faculty member. The results will be compared with the first set of interviews and will serve as a guide for future directions in the department.

In conclusion, these ideas from Hall's work seem relevant when thinking about the individual and department in organizational change:

1. Personal concerns are a very important and legitimate part of change and are not to be downplayed or ignored.

2. Change facilitators must make a concentrated effort to reach out to new users. It is necessary to go and get people to participate in change.

3. Change takes time. The sooner policy makers and administrators recognize that there are no instantaneous cures, the sooner there will be a chance for meaningful change.

4. Different persons need different amounts and kinds of implementation support. Everyone needs to become part of the change and the change leaders need to support everyone in growth.

5. An institution can accomplish more results and of better quality when they work together than when individual faculty members work alone.

Hall's research shows that change facilitators who view change as a process and who focus their efforts on the individuals making the change--their changing concerns, needs, satisfactions, and behaviors--will have an increased chance to make their attempts effective and meaningful.

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THE IMPACT ON SECONDARY EDUCATION FACULTY CONCERNS OF THE REORGANIZATION OF THE COLLEGE OF EDUCATION INTO THE COLLEGE OF EDUCATION AND HUMAN SERVICE PROFESSIONS

A. Dean Hendrickson, Professor and Head,
Department of Instructional Science

From 1947 until 1972, the University of Minnesota, Duluth (UMD) had a very traditional teacher educational program for secondary teacher candidates. Students took classes in educational psychology, in human development, in issues related to school and society, a special methods course in the major area, and did one quarter of student teaching.

In 1972, a study group was formed of in-service teachers, faculty in teacher education and students in teacher education to evaluate and suggest revisions in the teacher education program. Using the Dephi technique, opinions of practitioners were obtained about what competencies entering teachers needed to have. Resources from those colleges that were engaged in similar efforts - Houston, Akron, Weber State, etc. - were used along with the Delphi results to develop a highly individualized, competency-based program in teacher education that utilized independent study, small group instruction, large group instruction, use of audio-visual software in simulation of classroom problems and much one-to-one conferencing. This program was instituted in 1972 and struggled through several years of existence until it died in about 1978. The teacher education faculty could not adapt to the new demands of such a program that required something other than didactic, expository behavior by the faculty. During this time, however,

two pre-student teaching 7-12 classroom experiences were introduced into the program and these have survived.

During this period, the department began exploring several other avenues for education other than licensure based 7-12 classroom teaching. A graduate assistant was assigned to develop a proposal for a new major in Educational Technology. This major was to serve the needs of those who expected to serve in an educator's role in settings other than typical public school classrooms. Because of uncertainty in College leadership through campus reorganization, acting deans, short term deans, etc., this proposal was never acted upon by the campus. During this time also, courses were developed that would have appeal for persons in non-traditional educational settings-hospitals, governmental agencies, adult education and cultural facilities. No comprehensive program leading to a major, or some kind of licensure was developed in connection with these activities. Several reasons related to internal University retrenchments and reallocations primarily influenced this process.

With the coming of a new Dean in 1981 who seemed to have a long-term commitment to new goals and directions for the College, new interest in exploring the possibility of the generation of new programs for educators in non-school settings developed in many of the teacher education faculty. Those who were not interested in such new directions were given an opportunity for early retirement or buyout. Several took advantage of this and the faculty that now remain in secondary education see opportunity in new directions that have been suggested by a refocusing of College efforts

toward a broad human services emphasis and the need for reform of secondary education in the public schools as indicated formally by three major reports - those by Goodlad, Boyer and Sizer. Several individual members also see great opportunity in the redirecting of their efforts toward developing educational processes that take best advantage of the potential of the computer, television, videotape, and videodisk and the interaction between these technologies. New grants of hardware to the College will enable them to become engaged in those aspects of software development where the have expertise-instructional design, programming, and the use of appropriate simulation situations. These efforts to utilize technology and current knowledge of how people learn to better prepare secondary teachers and to develop instructional materials that will result in secondary students becoming better educated present a real challenge to members of the department. As a result, some members expect to become involved with activities of Center II.

New directions for the University of Minnesota as recently proposed by the interim President indicate the need for development of valid admission standards that effectively sort out those with the greatest potential for benefit from upper division collegiate education. This applies to teacher licensure programs as well and this department is willing to limit its efforts to licensing those teachers that the facilities of the campus indicate can be best prepared.

This department looks forward to preparing teachers in a limited number of fields where higher level thinking skills are of utmost importance, and

to retraining and in-servicing teachers to enable them to develop those skills and understandings in students in grades 7-12 that will best serve them in an information exchange-based and global society. The balance of the '80s present challenges involving change that this department is eagerly looking forward to accepting and meeting.

The proposal for a national Professional Teacher Standards Board as made recently by Albert Shanker, with a resulting nationally accepted test of those teachers' competencies as measurable by written tests, is very interesting in its implications for this department. It has forced us to look much more closely at admission standards, for example. What attributes of the successful teacher can be reasonably predicted by what kinds of measures? We have used the GPA requirement in response to pressure. Is this an adequate measure of future potential as a secondary teacher? We do know that reading comprehension is necessary for continuing education as a secondary teacher, and so have tended to the reading ability of our teacher candidates. A reading development program is required of those who do not meet a minimum percentile requirement on a well accepted reading test. This minimum, incidentally, is well above the 6th grade level mentioned by Shanker in critizing teacher competency test now being used in many states. Center I is involved with admission and exit standard, core curriculum and related matters. The department has developed a position paper urging consideration of factors other than GPA in establishing admission standards.

We are considering several other possible ways to improve the preparation of secondary teachers. We are undertaking a revision of our pre-

student teaching experience so that both the students and directing teachers clearly understand what they should be doing, so specific competencies can be of concern during this experience. We have made it possible for this experience to be obtained in connection with the special methods course in the major area.

We have developed measures to make sure that the student teaching experience is a meaningful one, with the maximum of interaction between University supervisor, directing teacher and student teacher. In addition, we are considering a temporary use of selected subtests of the National Teacher Examination until such time as a better national test is developed.

An identified weakness of the secondary program in the NCATE Self-evaluation conducted this year is in the area of program evaluation by graduates. With the help of Center IV resources, this kind of evaluation will be initiated in the fall of 1985.

The educational administration program suffered from the early retirement of the faculty member whose sole teaching responsibility was courses in the program. Through joint efforts of the remaining member of the department teaching those courses and the Center III Director, a cooperative program involving the educational administration faculty in teh Twin Cities and in Duluth is being developed.

By being concerned with the quality of entering students, the kind of experience that they have in the program, and by providing potential employers with as good a profile of each individual graduate as we can, we

hope to provide teachers equipped to handle the reform in public education that is anticipated.

At the same time, we realize that a growing number of educational functions will be taking place outside of traditional secondary public school classrooms. We expect to shortly develop a program for those not interested in licensure to teach in public schools that will enable them to do an effective job of organizing, staffing, conducting and evaluating education programs in non-school settings-industry, cultural facilities, such as, museums and libraries, hospitals, human development centers and the like.

Alvin W. Ollenburger, Professor
Instructional Science

In the summer of 1983, the Minnesota Association of Colleges for Teacher Education representing all institutions approved to prepare teachers in the State of Minnesota (hereafter identified as MACTE) established a commission on teacher education. Dr. Ollenburger of the College of Education and Human Service Professions was a member of this commission.

Data were gathered from: 1) all institutions in the State of Minnesota preparing teachers, and 2) a random sample of administrators and teachers, both public and private, engaged in the teaching profession in the State of Minnesota. The teacher issues developed were categorized into the areas of admission and retention, curriculum, clinical component, exit standards and licensure, and research and development.

Four recommendations were made under recruitment. Two of these recommendations:

> Teacher preparation institutions be encouraged to support all talented and academically able students entering the teaching profession by providing scholarships for those students, and
>
> MACTE, in collaboration with sectors of the larger community, examine ways to recognize and affirm, on a regular basis, the importance of teachers and educational leadership for the State of Minnesota,

are mirrored in the goals and new direction of the College of Education and Human Service Professions.

Four recommendations were made under Admission and Retention. The new structure of the College makes it possible for us to meet and exceed the recommendation that:

> Standards for admission and retention of students in teacher education programs, as established by teacher preparation institutions and approved by the Minnesota Board of Teaching through the program approval process, continue to be observed and monitored, and that
>
> Minnesota teacher preparation institutions continually monitor students' basic academic skills (reading, mathematics, speech, writing) to insure appropriate levels of quality for teacher education candidates prior to recommendation for licensure.

The recommendation that:

> Through collaborative efforts by personnel from the State Department of Education, the Minnesota Board of Teaching, teacher organizations, teacher preparation institutions, and business and industry, the continuing education rule already in existence in the State of Minnesota be revised to include specific procedures for the deliberate and structured induction of teacher education graduates into the profession, as well as consideration of a differentiated staffing plan for educators,

is directly related to the colleges renewed emphasis on education of educators for diverse settings.

The final recommendation that:

> Research and development monies be allocated by the State of Minnesota for the cooperative study by classroom teachers and teacher educators of ways to improve teacher education. The categories for such research and development might include: programs emphasizing the utilization of technology in teaching and learning; programs emphasizing means of achieving global understanding; programs designed to prepare teachers to function effectively in settings unique to urban and rural environments; and programs emphasizing the development of skills for self-directed, life-long learning,

will be greatly facilitated by the new thrust of the College of Education and Human Service Professions.

FACULTY DEVELOPMENT THROUGH A DEAN'S GRANT

Terrie M. Shannon, Director
Curriculum Foundations

A major effort has been made during the last three years to improve the preparation of teachers for the education of students with disabilities. Funding received through a federal Dean's Grant project enabled the College of Education and Human Service Professions, University of Minnesota, Duluth, to involve faculty members in a series of experiences designed to enhance their awareness, knowledge, and skills concerning P.L. 94-142. The major purpose of the project has been to ensure that graduates of the respective programs that prepare persons to work in teaching roles will have an appropriate level of competence to serve the needs of students with disabilities.

The first year of the project included the formation of a nucleus faculty advisory group within the College. In addition, a Regional Advisory Committee was established consisting of persons with various disabilities and representatives of agencies and institutions in the community which provides services to person with disabilities. A curriculum assessment project was carried out to determine the extent to which faculty members included content in their courses related to P.L. 94.142 or other relevant issues. Most departments within the College include at least some aspects of this content, with major focus on attitudinal dimensions, especially sensitivity to needs of persons with disabilities. A series of conferences, seminars, and retreats was used to provide motivation, knowledge and support for

faculty development in this are throughout the three years of the project.

Another major thrust of the project was the support of interdepartmental collaboration on research projects and curriculum development through the use of small grants. Half of the College faculty members have been involved in a least one of these grant projects. The projects ranged from a focus on specific handicapping conditions, such as epilepsy, to a comprehensive demonstration project with the Duluth Public Schools where preservice teachers could see a model of collaboration between the special education teachers and regular classroom teachers. Other projects included a wide variety of topics. Thus, one of the outcomes of the project was in the area of faculty development.

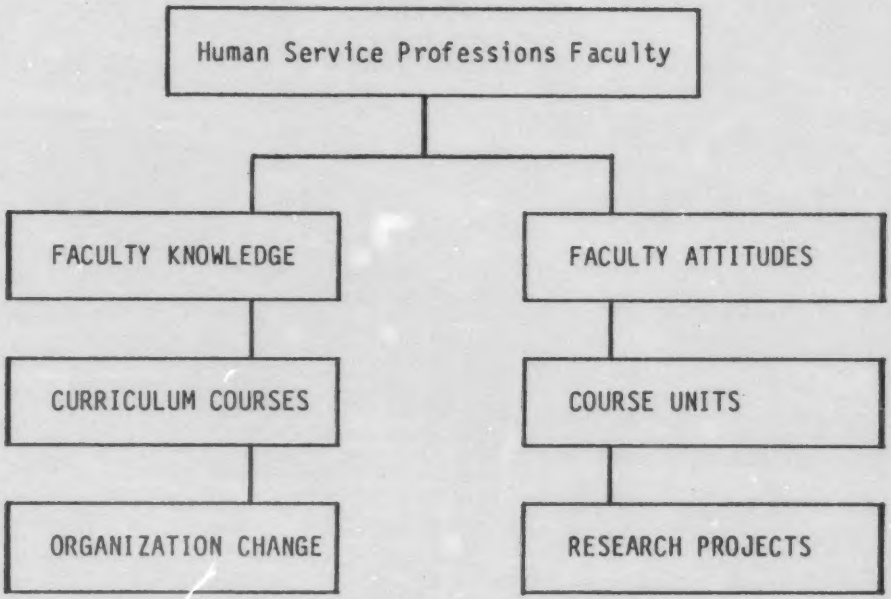
In addition to achieving positive results with the faculty, the Dean's grant will continue to have a direct ongoing effect on students. A new core course has been developed through a collaborative effort among the departments in the College, with a major focus on attitudes toward persons with disabilities. Entitled "Human Diversity" and taught by faculty from several departments, the course will be required of all students with majors in the College of Education and Human Service Professions. Additional core courses are currently being developed to further strengthen the quality of our graduates.

PROJECT INTERACT

U.S. Department of Education Deans' Grant

for Faculty Development in

Public Law 94-142 for the Handicapped



INTERACTIVE LEARNING TECHNOLOGIES AS A CATYLYST FOR CREATING INTERDEPENDENCE ACROSS HUMAN SERVICE PROFESSIONS

Eugene E. Grossman, Director
Center for the Advancement of Learning Technololgies

The capability for microcomputer management of interactive videotape and videodiscs has far-reaching potential for improving informal, as well as formal, education services delivery. The influence on faculty productivity and organizational change of the development of a center for producing software and applications of interactive instructional technologies will be described in this presentation. The characteristics of the recently formed Center for the Advancement of Learning Technologies, its products, and missions will be discussed as part of a collegiate change process.

This Center brings together faculty from education, mental health, social work, and allied health to develop new curricula in instructional and learning technologies and new software for use by educators in varied human service education settings. The implications of progress toward fulfilling the following goals of the Center for the Advancement of Learning Technologies (Center II) on creating an interdependent curriculum, faculty, and instructional design emphasis during reorganization of the College of Education and Human Service Professions will be presented:

A. Expand the College's education, mental health, social work, and allied health professional personnel preparation curricula with experiences and courses focused on the applications of computer technologies in these human service professions.

B. Build on the work of the past College Computer and Technology Committee and Faculty Project, defining, articulating, teaching, and evaluating an undergraduate and graduate set of core curriculum and limited electives which will produce graduates more skillful and knowledgeable in the applications of learning technologies and tools of the social sciences; focus immediately on the design of a sequence of learning technology and social science tools courses to be required of most undergraduates and graduates pursuing degrees/licensures in the College.

C. Provide a continuing program of faculty inservice on the uses of emerging technologies and software; continue to work with MACTE in the development of university education faculty inservice on computer-assisted instruction and other learning technologies.

D. Recommend to the Dean policies and procedures for the effective uses of hardware and software in the departments and centers.

E. Recommend to the College Center for Curriculum (knowledge) Foundations the optimum and minimum requirements in liberal education and professional foundation coursework which will best prepare students for required courses in Center II; cooperate with Center I and departments in establishing program entrance and exit competency standards in technology for students.

F. Seek extramural funding for increasing the amount of hardware resources available in the College and the number of projects on the applications of technology.

G. Plan with other centers and departments an orderly and politically feasible transition from four-year to more demanding programs of study.

H. Establish and coordinate with other centers and departments workshops, seminars, and outreach courses in technology applications in human service professions and sciences.

The Software Development Goals of Center II Are to

A. Develop microcomputer and interactive videodisc software prototypes which can be used by both the human services programs in the College and the training aspects of corporations. [Dependent upon the cooperative funding relationship between learning technology (hardware and software) corporations (CPT, CDC, DEC), the Exxon and/or Kellogg Foundations, and the College.]

B. Research the market in the human service professions for specific educational applications of microcomputer and interactive videodisc software, and prioritize developmental projects of the Center.

C. Seek foundation and extramural funding to support the development of the software center; under the direction originally of the Associate Dean and Dean, seek funding sources for approximately 12 technical staff for the Center to complement the faculty assigned in the Center.

D. Concentrate in the first two years on developing a prototype videodisc product for each of the four human service professional areas of the College, plus an additional prototype in industrial/corporate training (for corporations, such as CPT, providing equipment to the Center.

PICKING THE WINNERS IN HIGHER EDUCATION-- IDENTIFYING THE OPTION CREATORS

Thomas G. Boman, Director
Professional & Organization Development

"The race is not always to the swift nor the battle to the strong, but that's the way to bet."

--Damon Runyon

John Naisbett in Megatrends (1983) says that the U.S. is in a time of the parenthesis, the time between eras. When a society is between eras, many of the old groundrules no longer apply, and while there are unique opportunities for some institutions to grow and prosper, there are substantial risks to those institutions who cannot adapt. What do we know about institutions of higher education and their capacity to be swift and strong in times of change?

Ever since Peters and Watterman (1983) published their successful treatist on excellence in the marketplace, organizational experts have been quick to use the "excellence" criteria to identify present and future winners. In the commercial field, the winners appear to be IBM, McDonalds, Disney World, 3-M and the like. Predictions of winners in higher education are notably absent. Perhaps that is because institutions of higher education have their own unique criteria. What might these be?

Ralph Tyler, noted U.S. Educator, once stated that the best way to tell if you are getting a good education is if your options are increasing. An inadequate education produces no new options. Perhaps winners are those institutions that do the best job in creating new options for their gra-

duates and their faculty and staff.

Creating options has always been the business of higher education. The prestige institutions of the present era, -- the Harvards, MIT's the Berkeleys--have been successful because they have had a remarkable track record of preparing their graduates to succeed in our society. In addition, these prestige institutions have had an equally sound record in opening up new options for those who work for them. The major question for them, and for all other institutions is, will they do as well in the new era ahead? An analysis of "option creation" may give some answers.

Marilyn Ferguson (1980) says that the organization of the future will be run quite differently from the organization of the past. Naisbett (1982) agrees. The old organization was usually so heirarchical, having an organizational chart with layer after layer looking like a pyramid with the workers at the base and a president at the top. The new organization will be a confederation of networks, an interconnected collection of people working on common tasks. The old organization tended not to offer the people at the bottom many options either for challenging work or for advancement. The new organization sends a message to the employees that they have unlimited options to create, develop and explore. When a society is between eras and change is rapid, any institution that expects to survive will have the benefit of the full creative capacity of its employees. Such an organization can be labeled an "option creating institution."

The first key ingredient needed to sustain an option creating institution is trust. William Ouchi (1981), author of Theory Z, identifies trust

as the central element in the successful style Z organization. Trust is required if employees are to be given greater autonomy in the network style of management. Trust is central to effective communication and information flow. Lack of trust creates suspicion and destroys the fragile linkages between people and networks. Trust is like a good friend; confidences are maintained, respect is mutual, assistance is given without question, the good times are celebrated and the bad times shared. A good indicator of the presence of trust is to ascertain if credit for ideas is shared or hoarded. Option creating institutions share the credit.

A second key ingredient in an option creating institution is job security. The experts like Ouchi (1981) and Peters and Watterman (1982) place an extremely high importance in life-time employment in identifying successful organizations. Life-time employment has been a hallmark of IBM and a few would question IBM's success in innovation and option generation. Life-time employment is not a haven for the lazy or ill prepared. Life-time employment is available to those who produce and are willing to change and to grow.

Institutions of higher education that are likely to be winners in the new era will likely be those who adopt new models of life-long employment. This means that old methods of determining faculty tenure will have to be changed. Tenure, as practiced by most institutions of higher education is not a viable management procedure for the future. Present systems designed to award tenure tend to create distrust, inhibit networks, and limit options of encouraging narrow specialization. Tenure systems tend not to encourage

productivity from those granted tenure. Institutions of higher education who intend to attract and hold creative, high option individuals will have to adopt employment procedures more in line with organizations in business and industry that foster networks, creativity, enthusiasm, and teamwork.

Systematic staff development is the third ingredient in option creating institutions. Most present institutions of higher education have no comprehensive program of staff development; they depend on rapid turnover to bring in new staff with new ideas and rely on temporary funding to support new developments. Institutional supported staff development tends to be awarded to faculty in the high demand marketplace fields. If an institution is to succeed in the future, all staff must have equal access to opportunities to learn new skills and expand their options. Comprehensive staff development programs will be one of the hallmarks of the winners in the higher institution survival race.

To summarize: The U.S. is now in a time between eras and change is rapid and pervasive. Institutions of higher education will have to adapt if they are to survive. There will be winners and losers. Winners are likely to be those who do the best job creating options for their graduates and expanding options for their staff. These institutions are the "Option Creators." Option creator institutions share three major characteristics: trust, life-time employment, and comprehensive staff development. When these three characteristics are present, employee loyalty and morale rises and creativity flourishes.

To paraphrase Damon Runyon: The race is not always to those institu-

tions with the best of new management styles nor the battle to those with the best record of creating options, but that's the way to bet.

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THE FACULTY

William C. Gemeinhardt, Director
Clinical Education & Research

Changes in Requirements

During the last fifteen years, there has been a major change in the expectation at all levels of administration to some of the conditions of employment.

Such matters as promotion and tenure, salary increase and general working conditions have changed. Faculty members who were employed by the university prior to that time were often employed because of their teaching ability, their research skills or their ability to provide off campus expertise to the region which the university served. Many who did not hold terminal degrees in their areas possessed these skills and were given faculty appointments. They were evaluated on the basis of the special skills which they brought to the university community. Later these faculty, as well as others who were employed more recently were evaluated according to a different set of criteria. Often it was assumed that all were good teachers and would provide service to the community. Publications and research were the desired skills. Determination of promotion and tenure, as well as merit salary were keyed to the new criteria, and often previously "valued" faculty members were bypassed. The new standards of evaluation have been accepted by the faculty, and significant progress has been made in all areas.

Being skilled, dedicated faculty, they maintained their professional vitality through the time-honored means of scholarly reading, attendance and

participation at professional conferences, and through interaction with administrators and personnel in area schools and agencies.

Relationship to Areas School Districts

The faculty has had a strong working relationship with area school districts and agencies. This relationship has been and continues to be evident through the offering of courses, conferences, workshops and seminars. The faculty members have been responsive, not only to the demands of their profession as they inter-pret it, but to demands placed upon them by state and national organizations, by the local schools and agencies, and by individuals within those constituencies. These responses have taken the form of teaching specific courses to meet human relations requirements, courses and program components to respond to PL94-142 legislation, courses and experiences which were accepted for licensure renewal, new graduate level degrees specifically responsive to the varying needs of individuals, scheduling of courses to respond to changing demands of the clientele, and so on. Participation in staff development requirements varies across the region. The faculty have been responsive to large and small units alike. The development of university programs was based upon cooperative efforts among teachers, administrators and college faculty members. These programs include field experiences which are planned and supervised by the faculty, and which are conducted in regional centers.

Retrenchment

At the time of the retrenchments which were imposed upon the college by

the University the attitude of the faculty members was very depressed. The timing of the cutbacks was unfortunate, but cutbacks are never made at a good time. At this university, they came during a difficult negotiation of a first labor contract by the university administration and the campus faculty. Established local governance with faculty involvement was abolished. Decisions regarding faculty promotion and tenure which were approved at the department and college level were regularly rejected by the campus and central administration. The college had moved through a period of continued change in leadership. It did not appear to faculty that the retrenchment was affecting all faculty across the campus comparably.

Based upon these and other factors the faculty responded somewhat coolly to the new college administration's efforts to respond to the retrenchments. The first retrenchments were felt by faculty through the loss of supplies and equipment monies, secretarial assistance, college subsidy of professional travel. Certain departments were designated for reduction of staff during the next retrenchment. The Department of Professional Education, for example, was so designated. The designation allowed for the buy-out of senior faculty and staff. Six faculty members and one staff person chose this option. This action saved one non-tenure faculty member in that department, and probably several others throughout the college from being terminated. The action resulted in the teaching and student supervision responsibilities to be shifted to the remaining faculty members. The action resulted in a class schedule of fewer sections of required courses available to an increasing number of students in teacher education programs. The action also resulted in the department's reduced ability to respond to

the staff development needs of the surrounding school districts.

Reorganization

Simultaneously, serious discussions were being held across the college on a reorganization plan which would enable the college to move into a new direction, that of making a serious effort to prepare graduates who could accept positions in a variety of human service professions. The reorganization of the college's resources, both human and monetary, could enable it to do more with seemingly fewer resources. The key ingredients were reorganization for efficiency of existing effort, and the use of new technology in presenting vital experiences to students. Through the enthusiastic leadership of the Dean, the faculty ratified the reorganization and began to put it into effect.

The faculty members are at various stages of acceptance of the reorganization. These range from enthusiastic support through passive acceptance to virtual nonacceptance. Groups of faculty members, such as departments or programs, also range in their acceptance of the reorganization. Participation by these groups apparently reflects the amount that the department or program was affected by the reorganization and when it realized that it would be affected. Those who made the adjustments early are well along in the new effort. Those who made the adjustments only recently are still in a transition period. Some departments and programs were considerably effected while others were not. The amount of acceptance due to this factor varies.

Unanswered Questions There remain a number of questions which faculty members ask, such as:

1. How will the core (consolidated) courses be staffed? Where will the component parts which were unique to our courses be included?

2. How will the new delivery systems affect our program? The way in which one program meets licensure requirements?

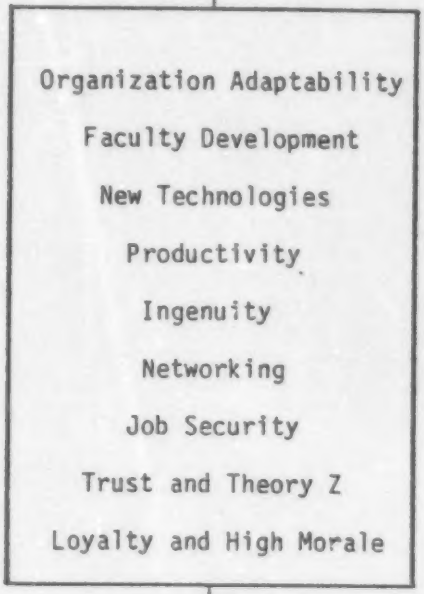
3. When resources are reallocated to the college, will our program gain, regain, receive adequate resources needed by our program? How can we meet developmental goals unless additional resources are found?

4. How will the reorganization plan affect the resources for our programs? Has the college created an unnecessary top heavy structure that cannot deliver as efficiently as the previous organizational structure?

5. Are there human service professions who are interested in the preparation received by our graduates? Are a few overinfluencing the vast majority? Will the traditional programs be diluted because resources are allocated in other areas?

The answer to these questions will surely affect the effectiveness of the reorganization efforts of the college.

PROGRESS THROUGH OPTION CREATION IN A CHANGING ERA



THE UMD COLLEGE OF
EDUCATION & HUMAN SERVICE PROFESSIONS:

AN OPTION CREATOR

NEW POTENTIALS, PRODUCTIVITY, PROBLEMS, AND THE EFFECTS OF CHANGE

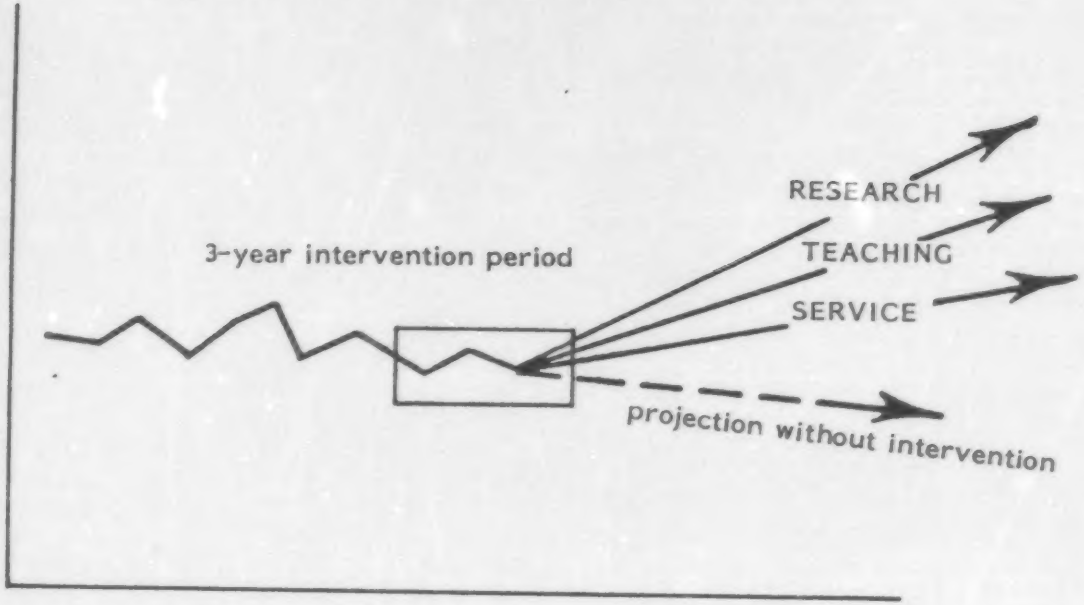
Vern Simula, Associate Dean
College of Education and Human Service Professions

There is an important premise in behavioral analysis theory that well-structured, subjective observation can, in fact, produce highly relaliable and valid data. While not without error and bias, subjective observation can be useful in assisting in the objectification and description of a complex social process such a collegiate reorganization.

This section summarizes some of the outcomes of the interdependent organizational development process which took place in what has now become known as the College of Education and Human Service Professions at the University of Minnesota, Duluth. The summaries of the outcomes are presented in symbolic graph form. The data plots for the various curves are admittedly not based upon quantified data but on a subjective quantification of the changes which observationally appear to have occurred. Nevertheless, there is available quantified and objective data to corroborate the observed directions of the changes for each of the three conventional variables of teaching, research, and service.

The first subjective observation is that the ten year period prior to the organizational development process was an erratic and slowly declining one in terms of overall productivity and growth. The factors accounting for this have already been referred to: brief tenures of previous deans, numerous retrenchments, the erosion of fiscal resources due to inflation, the declining fiscal resource base due to changing social

LEVELS OF PRODUCTIVITY



policies at the federal and state levels, and the decline of teacher education enrollments during the recent past.

The major assertion of this paper is that the long-term decline of the productivity of this college would have continued, and would perhaps have declined even more drastically, had it not been for the intervention of an organizational development process precisely at this point in time.

During the inital months of the three year organizational change process, there appeared to be initial excitement and enthusiasm about the possibility for significant change. This enthusiasm was quickly dampened, however, with the sudden and unanticipated severe fiscal retrenchment that befell the University system. Just as the reorganization process was getting underway, campus and collegiate administrators became preoccupied with how to meet the 12% retrenchment goals that had been assigned to this campus. This, in turn, created serious anxieties and tensions among the faculty as reports of retrenchment planning considered the options of eliminating entire departments or programs, reductions in junior faculty with the least tenure, and reductions in civil service support positions.

While this at first appeared to be the least propitious time to introduce a reorganization process, it became, by design, the most appropriate time to counter the impending devastation of fiscal retrenchment with an assertive plan for reorganizing the resources of the college. A major retrenchment planning strategy of the College was that even though there would be significant fiscal resource reductions including faculty positions, no existing programs would be terminated. The mechani[illegible] which would make this possible was the interdependent interaction of professionals from across the various human

service professions to be represented in the new college and the utlization of information technologies for both instruction as well as clerical support.

* * *

The variable that was affected most dramatically during the reogranization process was that of research productivity. The available data indicate that:

- 87% of faculty had engaged in scholarship/research/publication/ grant proposal activity during 1983-84

- 18 of 57 faculty had published 38 articles in refereed journals

- 22 of 57 faculty had presented 78 presentations of papers at regional or national professional meetings

- 25 of 57 faculty had participated in the preparation and submission of 51 successful grant proposal applications

With the various interventions that had been applied, and with the institutionalization of research support procurement and facilitation into the collegiate structure administratively, it might be projected that the potential for the level of research productivity to remain high will continue.

* * *

While it has not yet been possible to assess the effects of reorganization upon the direct teaching functions of the faculty, it has been possible nevertheless to observe other types of developments which indirectly affect the quality of instruction delivered to students. A phenomenon that is relatively new to the college is the planning and delivery of courses through

interdepartmental efforts and specifically through the matrix-like Centers. Three of the four Centers had precursor-type committees that functioned during the process of the reorganization which assisted in the transition during the period of implementation. Thus, considerable course and program planning occurred during this period. Examples of the courses that were in the process of being developed by these committees, or by certain of the Centers, included human diversity, quantitative methods, computer applications for the human services, and courseware authoring.

The general observation is that organizational development has contributed to the emergence of courses that are responsive to emerging social and professional needs and that many of the courses embody the broader theme of interdependence among the human service professions by acknowledging some of the commonalities of professional purpose and function among these professions. A secondary outcome which remains yet to be fully developed is the utilization of collaborative teaching models among faculty from diverse departments.

* * *

The types of external service activities have been significantly broadened by the organizational development process. Due directly to a number of the interventions that were used during the reorganization process, there have been a number of important joint public school/university projects which have involved the use of collaborative teaching models. Additionally, the College has provided several local human service and governmental agencies with consultative services for their own organizational development needs.

* * *

Regarding the problems which the reorganization process or the newly revised organizational structure has created, there are several which need

to be identified. The "structural profile" of the new administrative organization is flatter and with a greater number of persons represented on the College's Administrative Council. While this has generally enhanced information dissemination and expanded the number of participants who influence decision making, there is a perception among a few faculty that the new structure is administratively "top-heavy." Another problem that has occurred is the adequacy of funding six departments and four new centers from the same finite budget which previously funded seven departments. However, the momentum which the reorganization and the redefinition of collegiate missions has created has increased the probabilities for both internal as well as external funding.

* * *

While the preceding commentary has described the new potentials and a few of the problems that have occurred during the reorganization process of this College, it also needs to be recognized that although the structural phase of the reorganization has been completed, the next phase of organizational development involves the content or the curriculum. One characterization of the two phases has been that the first embodied a very divergent approach where faculty and administrators were immersed in a large flux of ideas for reorganization. The second phase will now be a very focused, convergent phase where the identified thematic issues of interactivity among the human service professions, cognitive-based learning theory, and an interdependent global information society world-view will serve to stimulate the improvement of curricular content.

It is through processes such as this that teacher education will be continually renewed and the goal of quality in American education achieved.

IMPACT OF THE NEW COLLEGE CONCEPTS

FOR STUDENTS